ERRATA

Page 9, column 2, line 18 :
No judgment has been made on the Sherbrooke case at the time of publication.

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C.A.U.T. CHARTER AND GROUP FLIGHTS PROGRAM FOR 1973

CHARTER FLIGHTS

Since the 1st of January 1973, there is a new rule governing charter flights. It is the ABC (for advance booking charters) rule. Under the new rule, membership in an organization is no longer required. The main requirements under the ABC rule are that reservations be made and 25% of the price paid 90 days in advance. This 90 days requirement will be effective only for flights leaving after June 30th, 1973. Until that date, the period varies following the scheduled date of departure. All the ABC flights now advertized will show the latest booking date. During that transitional period that will last until the end of June, it is still possible to organize charter flights under the "affinity" rules. The CAUT has undertaken to organize the following program because most of the ABC charter flights now advertized are for shorter periods than usually requested by university teachers.

PROGRAMME DE VOLS NOLISÉS ET DE VOLS DE GROUPES DE L'A.C.P.U. POUR 1973

Depuis le 1er janvier 1973, les vols nolisés sont soumis à un nouveau règlement : le règlement ABC (pour Advance Booking Charter). Selon ce nouveau règlement, il n'est plus nécessaire de faire partie d'une organisation pour pouvoir bénéficier d'un vol nolisé. La principale exigence sous le nouveau règlement est de réserver et de payer 25% du prix du billet, 90 jours à l'avance. Cette période minimum de 90 jours ne sera exigée que pour les vols partant après le 30 juin 1973. D'ici là, la période de réservation et de paiement préalable varie selon la date du départ. Tous les vols ABC qui sont maintenant annoncés mentionnent la date ultime de réservation. Pendant cette période de transition qui se poursuivra jusqu'à la fin de juin, il demeure possible d'organiser des vols nolisés selon la vieille règle d'« affinité ». L'ACPU a entrepris d'organiser un tel programme parce que la plupart des vols ABC offerts maintenant couvrent des périodes plus courtes que celles normalement demandées par les professeurs d'université.

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Professional Societies and Trade Unions

the Canadian Experience in Higher Education

DONALD C. SAVAGE

The Canadian Association of University Teachers (C.A.U.T.) was formed in July 1951. The administrative side of universities was, however, organized in 1911 as the National Council of Canadian Universities (N.C.C.U).[1] Prior to the Second World War there were founded a number of local associations of professors in particular universities — groups like the Faculty Relations Committee which had been created at the University of Alberta in 1938. The small number of faculty and the fragmentation (geographical, linguistic and ecclesiastical) of Canadian universities along with the controls and shortages of staff during the Second World War inhibited any effective grouping of these associations. The faculty association of Alberta took the lead immediately after the War and in 1948 suggested the formation of a national body. Since the Royal Society of Canada had taken to acting as an umbrella organization for Canadian learned and professional societies so that they could hold their annual meetings in the same place at the same time, Canadian academics were able to meet informally and discuss the possibility of such a professional association. A conference was convened at Kingston under the chairmanship of Professor F. A. Knox of Queen's and the C.A.U.T. was officially formed the following year at a meeting at McGill University.[2] The faculties at the major established universities, both state and private, were the prime movers in the formation of the C.A.U.T.[3] It was, however, recognized, notably by one of the early secretaries that the significant problems were likely to be in the smaller colleges and universities and that "an association which merely resulted in optimum conditions of academic comfort at such large institutions as Toronto would fail of its purpose".[4]

Prime Motive Economic

There can be little doubt but that the prime motivation for the formation of the C.A.U.T. was economic. In the Twenties and Thirties those professors with jobs had an income and status which was by no means proletarian. However, the Second World War and its immediate aftermath saw a great increase in the visible industrial productivity of Canada, rapid urbanization, a considerable inflation, and much greater demands on the university. As the universities increased in size, the old paternalism which could frequently mitigate the formal problems and complaints of professors gave way to a new impersonal mandarinate of administrators. Furthermore university teachers who returned from the war were unwilling to accept the old pieties concerning the running and organization of universities. There was a general concern that professors were losing out, particularly when it became apparent that real incomes were declining.[5] The President in 1953 spoke of the problem of morale, and although he included a variety of ills in his diagnosis, he considered the economic position of the profession to be the most serious.

1 Now the Association of Universities and Colleges of Canada — A.U.C.C. It should be noted that unlike the A.A.U.P. neither the C.A.U.T. nor the A.U.C.C. represents junior or community colleges where trade unionism is more common than in the degree-granting universities.
2 For observations of two of the founding members, see J. Mallory, "Teachers' Union", *Queen's Quarterly*, Vol. 61, No 1 (1954) and V. C. Fowke, "Professional Association: A History of the C.A.U.T.", *A Place of Liberty*, ed. George Whalley, Toronto, 1964.
3 Notably the associations at Alberta, Saskatchewan, Queen's and Mc Gill.
4 Mallory, *op. cit.*
5 See K. A. H. Buckley, "The Declining Status of the University in the Canadian Community", address to the C.A.U.T. Council, 1954.

Cet article porte sur l'histoire et le développement de l'ACPU en tant que société professionnelle; il analyse également l'intérêt actuel pour la négociation collective. La conclusion de l'analyse est que l'ACPU demeurera vraisemblablement une société professionnelle dont certaines associations affiliées seront accréditées comme agents de négociation, les autres associations conservant leur statut actuel. L'article exprime en conclusion, l'espoir que la profession ne copiera pas servilement des modèles de négociation collective mais tentera plutôt de l'adapter aux circonstances particulières de l'université.

The consequence was a high priority within the C.A.U.T. on economic matters. This took two forms. The first was the compiling and distributing of comparative information on salaries and fringe benefits. Initially the C.A.U.T. adopted a salary questionnaire which had been developed by the McGill association and which it was hoped would become a standard reporting form administered by the N.C.C.U. Not surprisingly that body refused and thereby underlined the views of those professors who had wanted to create a separate organization. This threw the problem back on the reserves of the C.A.U.T. — very scant reserves until the latter part of the decade. Unlike the A.A.U.P., the C.A.U.T. became a federation of local associations and those associations were reluctant to create a national office and the consequent bureaucracy that went with it. For most of this period fees remained between $2 and $3 and the work was undertaken by the local associations. There were many lamentations, particularly from Professors Georgia Goodspead and Percy Smith of Saskatchewan (treasurer and secretary respectively) of the difficulties caused by this penury, but nevertheless the C.A.U.T. did manage to distribute salary information and to adopt a national basic minimum scale.

The second approach was inherently more controversial. The C.A.U.T. gave vigorous support to the N.C.C.U. campaign to secure federal financing of higher education. In particular it supported the recommendation of the Royal Commission on National Development in the Arts, Letters and Sciences (Massey Commission) that a Canada Council be created as a vehicle for this assistance. [6] It pushed the idea of a national scholarship scheme. It made a major submission to the Royal Commission on Canada's Economic Prospects (the Gordon Commission) detailing the financial problems of the profession and urging federal support for the universities and for a national scholarship plan. [7] It welcomed the eventual creation of the Canada Council by the St. Laurent government in order to fund postgraduate and post-doctoral scholarship in the humanities and social sciences as well as to support the porforming arts. The Council also became the instrument through which the federal government would give financial support to the universities, both state and private. The reasons for the strategy of the universities were obvious. Most of the provinces, traditionally responsible for education, seemed to academics to be run by narrow-minded, parsimonious and anti-intellectual politicians of whom the most notorious, in the eyes of the universities, was the Premier of Quebec, Maurice Duplessis. The presence of Duplessis explains the support given to this federal initiative by most of the university administrations in Quebec and by the most important francophone association in the C.A.U.T. — l'Association des Professeurs de Carrière de l'Université Laval. [8]

The combination of those two strategies — salary bargaining and federal financing — proved to be a singularly successful recipe for the C.A.U.T. It was fortunate for the organization that it was born at a moment when both the demand for and the estimation of university education were rapidly increasing in Canada. First the federal and then the provincial governments began to expend more and more funds. The results were dramatic. The number of universities rose from 29 in 1951 to 45 in 1970; the number of professors grew between 1956 and 1966 from 6,719 to 16,000. Salaries rose also; an associate professor, for instance earned on the average $4,156 in 1947-48; $9,399 in 1960-61; in 1970 he was earning $16,096 although inflation eliminated an important part of the gain. [9] The increased size and health of the profession enabled it to consider new developments. One of the most important of these was the development of techniques for the defence of academic freedom.

Academic Freedom

There were many fighters for individual rights in the universities long before the C.A.U.T. was born. One of these was the historian, Frank Underhill, whom the University of Toronto attempted to dismiss in 1940. Another was Frank Scott who endured a lengthy battle with the McGill law establishment as a consequence of his socialist views. But the late nineteen-fifties saw for the first time a concerted effort by the profession to defend the interests of particular professors who were

Cont'd on p. 7

6 C.A.U.T. Council Minutes, 5 June 1953. The C.A.U.T. was formed too late to allow it to make representations to the Royal Commission.
7 *C.A.U.T. Bulletin*, IV, 1 (1956).
8 *Ibid.*, V, 1 (1956).
9 *Salaries and Qualifications of teachers in universities and colleges 1970-71*, Statistics Canada, 1972.

canadian association of university teachers

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being victimized by university administrations. The historian, Professor A. R. M. Lower, had challenged the association at its first annual meeting to ensure that "one of the basic activities of the Association . . . be to keep constantly in view the issue of academic freedom". [10] But the nineteen-fifties in Canada were not the years of McCarthy, rather they were years of rather optimistic and euphoric conservatism directed by the St. Laurent government in Ottawa. The major battles for intellectual freedom occurred in the Province of Quebec and found outlets outside the C.A.U.T.

For anglophone Canada this peace was shattered by the Crowe Case which broke at the United College in Manitoba (now the University of Winnipeg) and which forced the C.A.U.T. to develop procedures to deal with problems arising from the defence of academic freedom. United College had been in the past one of the centres of Canadian Prairie reform, populism and socialism. By the nineteen-fifties, however, the United Church, which controlled the college, had become the largest Protestant denomination in Canada and had lost much of its earlier fire. The leadership of the college, particularly on the board of governors, were strong defenders of the capitalist ethic and of the *status quo*. A conflict between faculty and staff had been brewing for some time, and in the fall of 1958 it broke publicly with the summary dismissal of Professor Harry Crowe for what the Principal and the Chairman of the Board regarded as disloyalty. [11] The Crowe Case became a national *cause célèbre* both inside and outside the universities. It provoked the C.A.U.T. to appoint its first committee of inquiry under the direction of Professor Bora Laskin (now Mr. Justice Laskin of the Supreme Court of Canada). It also precipitated the decision, which had been discussed for some years, to create in 1959 a central office in Ottawa to which was appointed as Executive Secretary Professor J. H. Stewart Reid, who had been one of the leading combatants in the Crowe Case. The case also demonstrated the need for a permanent mechanism to deal with problems of academic freedom. This in turn led in the same year to the creation of the C.A.U.T. Committee on Academic Freedom and Tenure and the development of guidelines and policy statements in order to create a minimum position of equity in the handling of faculty contracts. The Crowe Case thus precipitated the formation of the central office of the C.A.U.T. and led to the emphasis on academic freedom, which has been one of the characteristics of university politics in Canada in the nineteen-sixties and early nineteen-seventies.

This emphasis has been expressed in ways similar to those used by the A.A.U.P., namely private negotiations between the local association, C.A.U.T. and the university concerned leading to possible censure of a recalcitrant university by the C.A.U.T. These procedures were codified by resolution of the C.A.U.T. Council in 1967 as the Policy Statement on Academic Freedom and Tenure. They have been widely used. A very large number of professors use both the local and national grievance procedures every year. In the last few years there has also been a considerable development of additional policy statements and guidelines on the part of the C.A.U.T. [12] There are two important differences between the C.A.U.T. and the A.A.U.P. in regard to their policy statements. Since the C.A.U.T. is a federation of local associations, it has had to work out a grievance procedure which formally included the work of the local association as well as that of the central office. [13] This has also meant the possibility of jurisdictional quarrels. [14] However, on the whole local and national bodies have worked well in the defence of academic freedom. Secondly, the C.A.U.T. has been much more insistent on the use of arbitration which it calls for in all cases of dismissal (as distinct from non-renewal of contract). Some twenty Canadian universities now have adopted the full C.A.U.T. position and it seems certain that the majority will do so within a short period of time despite the opposition of the A.U.C.C. There are now demands to extend that principle by offering tenure to all professors and allowing arbitration for all non-renewals and dismissals. [15] At the moment this is distinctly a minority voice; however, it may be imposed *de facto* in the universities of Ontario by the operation of a provincial statute to which reference will be made below. The major problem with all such procedures based on a voluntary understanding is the ability of university administrations to revoke the procedures in certain circumstances. This is precisely what happened at Simon Fraser University and what has led to a demand in certain parts of Canada for collective bargaining to include a legally enforceable grievance procedure which would culminate in arbitration. However, Simon Fraser may be an exceptional case. There the Supreme Court of British Columbia held that the terms and conditions of appointment were not part of the contract but only after both the administration and the faculty association had testified that it was not the intention of either party to make them part of the contract at the time the document was drawn up. Some Canadian universities such as the University of Alberta have made the terms and conditions explicitly part of the contract. This has led to a number of legal cases at Alberta but none so far have been completed. Unfortunately Alberta concluded this agreement before reforming its terms and conditions, and rather vague and unsatisfactory provisions may well be responsible for the litigation. Nevertheless in so far as academic freedom is concerned, contractual arrangements with the force of law may be possible on a voluntary basis as well as through collective bargaining.

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10 C.A.U.T. Council Minutes, 4 June 1952.
11 "Report of the Crowe Case", *C.A.U.T. Bulletin*, VII, 3 (1959); VIII, 2 (1959); VIII, 4 (1960).
12 *C.A.U.T. Handbook*, 1971, 18-26; annual reports of the Chairman of the Academic Freedom and Tenure Committee, *C.A.U.T. Bulletin*, XVIII, 1 (1969), XVIII, 4 (1970), XIX, 4 (1971), XXI, 1 (1972); E. J. Monahan, "Academic Freedom and Tenure and the C.A.U.T. — the First Twenty Years", *ibid.*, XVIII, 4 (1970). Censure has been imposed six times, twice bringing almost immediate redress (University of New Brunswick and Simon Fraser — first censure), with four still current (Simon Fraser — 2nd censure, University of Victoria, B.C., Mount Allison University, and the Université du Québec à Montréal).
13 Guidelines concerning Grievance Procedures: Rights and Responsibilities of Faculty Members and Faculty Associations, *ibid.*, 27-36.
14 See for instance reyorts on Simon Fraser University, *C.A.U.T. Bulletin*, XVI, 4 (1968); XVII, 1 (1968); XVII, 2 (1968); XVIII, 2 (1970); XIX, 1 (1970); XIX, 2 (1970); XIX, 4 (1971), XX, 1 (1971), XX, 2 (1972).
15 See remarks by Professor Max Wyman, President of the University of Alberta, *University Affairs*, September 1972.

Faculty Participation

Another feature of the nineteen-sixties was the drive for increased faculty participation in the government of universities. This was begun in the previous decade in reaction to the paternalism and authoritarianism so prevalent in Canadian universities at the time. Although many spoke of democracy and some that professors should run the university, the demand was in practice for faculty representation on senates, key committees, and boards of governors. This campaign reached its peak in the mid nineteen-sixties with the publication of the Duff-Berdahl Report which had been jointly commissioned by the C.A.U.T. and the A.U.C.C. and which supported a considerable measure of professorial representation.[16] A good many universities in Canada accepted the main lines of the report and gradually there was an opening up of the senior bodies of the university. However, Duff-Berdahl was soon overtaken by the events of the late nineteen-sixties, in particular the demand for student power. If professors could be represented, why not students? Many professors backed away from this demand, particularly when it was coupled with radical political demands of a more general nature. However, with the exception of Sir George Williams University, Canadian universities were subject to more rhetorical than actual attack by students.

As soon as it became apparent that the student body was not revolutionary but generally conservative, the system of representation was gradually extended to include students despite the nervousness of many faculty and administrators. The student radical movement, however, certainly helped to bring faculty discussion of their own representation to an abrupt halt; the C.A.U.T., for instance, did not create a committee on university governance until 1972. More serious was a growing feeling that representation had not brought the gains that the reformers had desired — that the professors had been co-opted by a powerful mandarinate of presidents, vice-presidents, deans and other functionaries who really ran the university. Perhaps senates and boards were only window-dressing. Perhaps professors should abandon representation for the formal and legal confrontation of trade unions — abandon the pretence that they were part of the university and opt to be employees just like everybody else. However, there is little evidence that Canadian professors wish to give up what they have, although they may wish to have collective bargaining as well. Neither the C.A.U.T. nor most local faculty associations have thought through the possibilities of extending representational democracy by controlling the university civil service through constitutional reform, although demands in this direction were made recently by the University of Manitoba Faculty Association to the Oliver Commission on post-secondary education in that province.

Quebec Shifts Left

The consequence of long protracted difficulties at Simon Fraser, the hostility to professors of many radical student groups, the disillusionment with constitutional rule were combined in the early nineteen-seventies with the rude shock of economic recession. The universities stopped expanding. In some cases they contracted. The press became hostile, particularly when the universities could not produce magic cures for the ills of society but only seemed to be a forum to air certain of these ills. Provincial governments found new priorities, and in some parts of the country professors turned to a consideration of trade unionism — a review made in some ways more difficult by the fact that the relevant labour legislation was, according to a constitutional practice, within the jurisdiction of each of the ten provinces. This was particularly marked in Quebec. In the nineteen-fifties the faculty association at Laval had been a very active member of the C.A.U.T. But in the nineteen-sixties there was a drift away on the part of the francophone universities, mainly on account of the rise of a new and modern nationalism in the decade and a feeling that Quebec problems should be solved in Quebec. There was a long search for a constitutional formula within the C.A.U.T. to allow a special status for Quebec which ultimately resulted in the formation of the Fédération des associations de professeurs d'université du Québec (F.A.P.U.Q.) which grouped the majority of faculty associations in the province both French and English and which has been both in and out of C.A.U.T. However, with the founding of the Université du Québec, a number of professors entered the local association who were dynamic and had a variety of socialist views. They saw

16 *University Government in Canada: Report of a Commission Sponsored by the Canadian Association of University Teachers and of the Association of Universities and Colleges of Canada* (the Duff-Berdahl Report), Toronto, 1966.

the future in terms of trade unions for professors allied to the major Quebec centrale, the Confédération des Syndicats Nationaux (C.S.N.).[17] The presence of the C.S.N. as a Quebec labour federation, with views which became more and more nationalist and left-wing as the years passed, allowed the leaders of the faculty association at the campus of the Université du Québec in Montréal (Syndicat des Professeurs de l'Université du Québec — S.P.U.Q.) to identify their political goals with those of the C.S.N. The consequence was their decision to support unionization and affiliation with the C.S.N., a decision much reinforced by the ability of the C.S.N. to give material support. This was carried out in the fall of 1971. It required a strike of the professors to force the university to agree to sign a collective bargaining agreement — a problem that may well arise in other jurisdictions. This agreement covered salary negotiations as well as faculty grievances under the terms and conditions of contract. It also produced an interesting judgment from the Quebec Labour Relations Board which held that chairmen, vice-deans and the like were part of the bargaining unit because the university had insisted in its own publications and structures that it was a democratic university and power flowed from below at least as far as these types of posts were concerned. The agreement has also produced a number of problems. There are 365 professors in the bargaining unit and by December 1972 there have been approximately 200 formal grievances lodged. There have been about 15 arbitrations which have cost the union around $4,000 to date with many as yet unsettled. It is clear that the agreement has been badly drafted, but the experience also raises questions concerning a grievance procedure in such a situation.[18] In practice at the moment local associations and the C.A.U.T.'s Academic Freedom and Tenure Committee commonly refuse complaints when a professor is able to dredge up only a minor technical infraction of the regulations to justify his defence. However, with a formal collective agreement, it seems to me that the faculty members are encouraged to use every nit-picking detail to defend themselves, and it is hard to see how the local association can do other than assist them to exercise what have become their legal rights.

The S.P.U.Q. is not likely, however, to become a model in Quebec in the near future. In the past two years the Quebec-based union federations notably the C.S.N. and the C.E.Q. (the latter being the federation which represents non-university teachers) have involved themselves in more and more revolutionary rhetoric and unsuccessful industrial action particularly in relation to the teaching profession which has alienated many of the middle class in Quebec including the faculty on most campuses outside of the Université du Québec à Montréal. The C.E.Q. has led the secondary and primary school teachers into two disastrous strikes which nearly tore the union to pieces. Although it has now renamed itself, become an official and legal union federation and is engaged in recruiting on the campuses, it seems doubtful if many will heed the call. The consequence is a spreading of independent unions unaffiliated to any union or professional federation. The other campuses of the Université du Québec at Trois-Rivières, Rimouski and Chicoutimi have formed such collective bargaining units.[19]

The attempt to unionize at the Université de Sherbrooke has produced certain problems which will no doubt reoccur as other multi-faculty universities attempt to unionize. At Sherbrooke there are approximately 500 faculty of whom about 20% are in the Faculté de Médecine. The medical and law faculties were unwilling to negotiate in the same union with the Faculté des Lettres and the Faculté des sciences socialcs. They obviously fear a levelling of incomes. The upshot was a decision to form separate unions with the power to negotiate in each faculty with a loose federation. Both the administration of the Université de Sherbrooke and the Conférence des Recteurs, which groups the rectors and principals of Quebec universities, opposed this move, and it was turned down by the Quebec Labour Relation Board. But the union appealed this judgment and won a decision early in 1973. The faculty at the Université de Montréal has been somewhat attracted to the Sherbrooke model, but the leadership has decided to try to create a single union with sub-sections but has not yet faced the problem of differential salary scales. It seems likely, however, that if the power to negotiate resides with the central union, the powers of the individual faculties will erode over time. A second problem in Quebec relates to the issue of the power of the strike and the consequences of strike action. Some faculty object to the strike in principle. But there are also practical problems. When the support staff at the Université de Montréal closed the university in the fall of 1971 by a strike, the government and the university were in no hurry to settle since they were saving large sums of money each day and since there seemed to be no public outcry about the lack of university facilities. However, the faculty at the Université du Québec à Montréal did not lose financially as a consequence of its strike. Now the Quebec government has proposed a ban on strikes in certain parts of the public service including education — a common practice in certain parts of the United States. This may have an impact not only on the question of whether to certify but on the desire to affiliate with trade union centrales.

Towards Collective Bargaining

Trade unionism is much less advanced in English-speaking Canada. However, with the advent of a social democratic government in Manitoba, changes were introduced into the labour legislation which facilitated the formation of unions of professional people such as professors. At the University of Manitoba the faculty asso-

Cont'd on p. 11

17 For a recent discussion of developments in the Quebec trade union federations, see L. Roback, "Pour Comprendre Le Syndicalisme au Québec", *Maintenant*, août-septembre, 1972.

18 Convention Collective de Travail Entre l'Université du Québec à Montréal et le Syndicat des Professeurs de l'Université du Québec, novembre 1971. The grievances are 75 classification, 30 tenure, 105 others. There is also public discussion of the possibility of 55 non-renewals for the next year, *S.P.U.Q. Information*, II, 3 (décembre, 1972).

19 Chicoutimi is a member of F.A.P.U.Q.

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Conseil des Arts du Canada, Ottawa
Division des Humanités et des Sciences sociales, Section du Développement

TRAITEMENT

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FONCTIONS

En collaboration avec le chef de la Section du Développement :

a. organiser des consultations auprès des universitaires canadiens et autres personnes intéressées à la recherche;

b. préparer la documentation en vue de ces consultations, et en consigner les résultats;

c. concevoir des analyses de l'action du Conseil et d'autres organismes au chapitre de l'aide à la recherche, et en surveiller l'exécution;

d. rédiger des recommandations fondées sur ces consultations et analyses.

TITRES ET QUALITÉS

a. études au niveau du doctorat dans une branche des humanités ou des sciences sociales;

b. expérience appréciable après l'obtention du dernier diplôme;

c. connaissance de la situation de la recherche au Canada dans un domaine particulier;

d. habitude de l'analyse statistique;

e. initiative et qualités diplomatiques;

f. bilinguisme.

PRÉSENTATION DES DEMANDES

Les intéressés sont priés de présenter leur demande par écrit, avant le 1er avril 1973, et d'y joindre des lettres de recommandation d'au moins deux personnes pour qui ils ont travaillé récemment. Adresser le tout à :

Agent du personnel,
CONSEIL DES ARTS DU CANADA,
151, rue Sparks,
C.P. 1047,
Ottawa, Ontario,
K1P 5V8.

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Humanities and Social Sciences Division Development Section

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a. organize consultations of Canadian scholars and others interested in research;

b. prepare documentation in advance of and records following these consultations;

c. devise and supervise analyses of Council and other experience in support of research;

d. draft recommendations based on these consultations and analyses.

QUALIFICATIONS

a. doctoral education in a branch of the humanities or of the social sciences;

b. substantial work experience after latest degree;

c. acquainted with Canadian research in own field;

d. familiar with statistical analysis;

e. initiative, diplomatic abilities;

f. bilingual.

HOW TO APPLY

Application, with letters of reference from at least two persons from whom applicant has recently worked, should be submitted before April 1st, 1973, to the :

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THE CANADA COUNCIL,
P.O. Box 1047,
Ottawa, Ontario
K1P 5V8

Cont'd from page 9

ciation is seeking formal collective bargaining. It has secured the signatures of the requisite number of faculty and is about to proceed towards the creation of a collective agreement. It first sought voluntary recognition from the Board of Governors. This would have avoided the problem of immediately defining the bargaining unit. But the Board turned this down and the association has applied to the Labour Relations Board for certification.

In Alberta, where the legislative situation appears to be less favourable, the faculty association at the University of Alberta reached agreement on forced choice arbitration of salary matters in 1971. However, there were certain drawbacks to the agreement which was to run for two years, notably the power of the board of governors to revoke the agreement or to refuse the arbitration. The faculty associations in Edmonton and Calgary are currently considering through their provincial organization, the Confederation of Alberta Faculty Associations, whether or not they wish to try to reform the notion of forced choice arbitration in an agreement by which the boards of governors would recognize the associations as legally representing the faculty or whether they should move to collective bargaining. They consider that this latter step would entail either amendment to the Universities Act or to the Labour Act. These actions in Manitoba and Alberta have been in part prompted by problems arising from salary negotiations. Since the financing of universities has moved more and more into the hands of provincial governments, there are also voices demanding direct provincial negotiations with the government rather than with the university board of governors. This would be one feature of the proposed agreement at the University of Manitoba. There are, however, equally insistent voices, particularly in Ontario and British Columbia, which oppose such moves on the grounds that they will contribute to the destruction of local autonomy. It is not clear, moreover, whether the trade unions, particularly in Manitoba, will be able to deliver the promised economic benefits since universities there as elsewhere are in a period of economic decline and since Manitoba is a have-not province within the Canadian confederation. The future in Manitoba may, in fact, hinge as much on the extent to which the federal government thinks that it has a financial role in higher education after the existing federal-provincial agreements run out in 1974 — agreements by which the federal government contributes 50% of the operating costs of universities.

In Ontario there has been another development in the area of formalization of university procedures. Fairly recently the government of Ontario passed legislation — the Statutory Powers Procedure Act — which attempts to regulate all statutory bodies within the province which have quasi-judicial powers. It was intended to provide fair procedures for the host of government bodies which give out and deny permits, expropriate land and otherwise deal with the people of Ontario in a semi-judicial fashion. The purpose of the law was to ensure that the rules of natural justice or due process were applied, notably that the parties had the right to legal counsel, due notification of cause, the right to present evidence and to cross-examine, etc. It appears that this legislation is applicable to the universities of Ontario and will require them to create formal procedures which some of them have failed to do, notably the University of Ottawa. [20] These procedures are likely to be expensive although it is possible to build conciliation into the process which may lessen the cost.

However, it seems to me likely that in time the universities may attempt to seek a variation of the arrangement which the Association of University Teachers and the Conference of Vice-Chancellors are negotiating in Great Britain, namely home rule within the system so that both sides can set up mutually agreeable academic courts which recognize the realities of the university system and the differences between it and the industrial model. The C.A.U.T. has already suggested a variation of this to the A.U.C.C., namely the creation either of a national academic court or, perhaps more profitably, a panel of arbitrators mutually agreeable which could be set up on a regional basis. This was spurned with contempt a year ago, but the circumstances of the moment may persuade university administrations that there is merit in solutions like this.

The situation in Canada is, therefore, by no means simple or clear. It is particularly complex in the Province of Quebec. It does, however, seem likely that the C.A.U.T. will remain a professional association — a federation of local associations some of whom will be certified collective bargaining agents, others who will be voluntarily recognized by their boards, and still others who maintain the existing system or some approximation of it, depending on the wishes of the local faculty members and the provisions of the provincial labour laws. [21]

In relation to certification it is my hope that we can have a creative impact on the development of labour law in this country — that we will not slavishly accept the models of the past nor delude ourselves with rhetoric about the revolution to come but create a form that will in fact suit the circumstances of Canadian universities and advance the cause of higher education.

DONALD C. SAVAGE is the Executive Secretary of the Canadian Association of University Teachers. An earlier version of this article was presented to a panel on collective bargaining at the annual meeting of the American Historical Association, 28 December, 1972, and represents personal views of the author.

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20 *C.A.U.T. Bulletin*, XIX, 3 (1971) for the case of Professor Jacques Flamand.
21 For a general discussion, see B. I. Adell and D. D. Carter, *Collective Bargaining for University Faculty in Canada*, Industrial Relations Centre, Queen's University, 1972. This study was commissioned by the A.U.C.C.

C.A.U.T. CHARTER AND GROUP FLIGHTS PROGRAM FOR 1973 *

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London/Toronto (one-way)

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May 27 (Sun.)	—	Sept. 3 (Mon.)	BOAC Jet	$204	Adult	$102	Child (2-11)	$20	Infant
June 10 (Sun.)	—	July 9 (Mon.)	BOAC Jet	$278	Adult	$139	Child (2-11)	$28	Infant
July 1 (Sun.)	—	Aug. 31 (Fri.)	BOAC Jet	$278	Adult	$139	Child (2-11)	$28	Infant
July 15 (Sun.)	—	Aug. 6 (Mon.)	BOAC Jet	$278	Adult	$139	Child (2-11)	$28	Infant
Aug. 5 (Sun.)	—	Sept. 3 (Mon.)	BOAC Jet	$278	Adult	$139	Child (2-11)	$28	Infant

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May 6 (Sun.)	—	Aug. 31 (Fri.)	A. FRANCE	$214	Adult	$107	Child (2-11)	$22	Infant
May 27 (Sun.)	—	Sept. 3 (Mon.)	A. FRANCE	$214	Adult	$107	Child (2-11)	$22	Infant
June 10 (Sun.)	—	July 9 (Mon.)	A. FRANCE	$289	Adult	$144.50	Child (2-11)	$29	Infant
July 1 (Sun.)	—	Aug. 31 (Fri.)	A. FRANCE	$289	Adult	$144.50	Child (2-11)	$29	Infant
July 15 (Sun.)	—	Aug. 6 (Mon.)	A. FRANCE	$289	Adult	$144.50	Child (2-11)	$29	Infant
Aug. 5 (Sun.)	—	Sept. 3 (Mon.)	A. FRANCE	$289	Adult	$144.50	Child (2-11)	$29	Infant

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* *See inside front cover.*

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MONTRÉAL/LONDRES/MONTRÉAL

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6 mai — 31 août	BOAC	$204	$102	$20
27 mai — 3 sept.	BOAC	$204	$102	$20
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1 juillet — 31 août	BOAC	$278	$139	$28
15 juillet — 6 août	BOAC	$278	$139	$28
5 août — 3 sept.	BOAC	$278	$139	$28

TORONTO/LONDRES/TORONTO

		(adultes)	(enfant 2-11)	(bébés)
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20 mai — 20 juillet	BOAC	$222	$111	$20
30 mai — 31 août	BOAC	$222	$111	$20
8 juillet — 23 juillet	BOAC	$296	$148	$28
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		(adultes)	(enfant 2-11)	(bébés)
29 avril — 29 juin	A. FRANCE	$214	$107	$22
6 mai — 31 août	A. FRANCE	$214	$107	$22
27 mai — 3 sept.	A. FRANCE	$214	$107	$22
10 juin — 9 juillet	A. FRANCE	$289	$144.50	$29
1 juillet — 31 août	A. FRANCE	$289	$144.50	$29
15 juillet — 6 août	A. FRANCE	$289	$144.50	$29
5 août — 3 sept.	A. FRANCE	$289	$144.50	$29

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* *Voir l'intérieur de la couverture (p. 2)*

Collective Bargaining in Calgary?

K. A. FRIEDMANN

Cet article porte sur les mesures prises par l'association des professeurs à l'Université de Calgary afin de connaître l'opinion et l'attitude des membres vis-à-vis la négociation collective.

Le nombre de réponses représente 53% de tout le personnel sur place et 53% des cotisants.

60% des répondants croient à la nécessité d'avoir un agent de négociation accrédité selon l'Alberta Labour Act. L'étude démontre d'une façon générale que les professeurs ne sont pas satisfaits de l'apparente méthode de détermination des bénéfices économiques; ils désirent négocier collectivement par l'intermédiaire de leurs association; deux tiers des professeurs approuvent le droit aux sanctions une fois la négociation collective acceptée.

The Faculty Association at the University of Calgary initiated discussions on collective bargaining this fall and tested opinions among members in November 1972 with a questionnaire. The Calgary faculty cannot be regarded as radical by any stretch of the imagination and the resulting expression of opinion, therefore, came as a surprise locally, and may reflect a changing mood of the profession across the nation.

The questionnaire was mailed to all 842 formal members of the Association (all Board appointments); 402 or 47.7% completed and returned it. The response represents 53% of all staff who were not on leave, and 53% of all dues-paying members. 52.6% of all Full Professors responded, 50.3% of all Associate and 50.2% of all Assistant Professors; of other ranks and non teaching staff 48.4% responded. Representation was somewhat uneven across faculties : under-represented were Engineering (42.6%), Fine Arts (34.6%) and Medicine (33.3%); the sciences were over-represented (56.1%). The return was considered adequate.

The questionnaire had been used by the University of Alberta Faculty Association two years earlier; it was partly modified for use in Calgary and contained seven sections dealing with various aspects of collective bargaining. In each section several statements outlining specific policies were offered and respondents were asked to express their agreement or disagreement on a five-point Likert type scale.

The faculty were most emphatic in their rejection of the existing system of salary determination. 89% disagreed with the statement that we should accept salaries unilaterally determined by the Board of Governors; only 6% agreed with that suggestion. Another statement read : "It is desirable for the Board to set salaries unilaterally, but only after some honest consultation with the staff association. 26% agreed, and 62% disagreed (the rest "can't say"). [1]

A second section dealt with the role of the faculty association. Only 15% thought the association should concern itself only with matters of academic welfare, 80% disagreed. 76% thought that General Faculties Council was not a suitable instrument for salary negotiations, 11% thought it was. A third statement read : "A staff association, such as TUCFA is most likely to be the most effective bargaining agent for the academic staff"; 74% agreed, 13% disagreed. And 75% thought that salary negotiations are never complete until an agreement between the Board and the Association is signed; 11% disagreed.

A third section dealt specifically with issues concerning collective bargaining. "Collective bargaining best brings to light the various aspects of an economic dispute between a board of governors and the academic staff"; 62% agreed, 12% disagreed. "To have as strong a bargaining relationship as enjoyed by Alberta school teachers, the academic staff should have a bargaining agent certified under the Alberta Labour Act"; 60% agreed, 24% disagreed. 60% agreed with the statement that before seeking bargaining agent status the faculty should persuade the Board to bargain voluntarily, if need be with the help of an outside mediator; 23% disagreed.

Cont'd on p. 15

1 "No answer" has been treated as a missing value on this and all subsequent calculations. "No answer" responses varied in size from 0 to 3% of the total response.

C.A.U.T.
A.C.P.U.
newsletter

York One of Many

Financial Problems Plague Ontario Universities

by Israel CINMAN

"If the government does not make it possible to equalize the situation, most universities in Ontario will be extremely demoralizing places in the next five to six years."

According to Professor Michiel Horn, an historian teaching at Glendon College in Toronto, and President of the Faculty Association, the current financial difficulties plaguing Ontario universities have had a direct effect on the quality of education within those institutions.

"People are talking about topics which could be interesting to chartered accountants", he says, referring to colleagues who spend their time discussing subjects which have nothing to do with their disciplines.

"Instead of worrying about the quality of education within universities, professors are concerned about budgets, government subsidies and deficits. They are worried about their security and their future", he adds.

That the universities in Ontario are in financial trouble is not new. The problems had their origins in the government formula for financing higher education, which uses enrolment figures as the basis for providing funds for the universities.

In his book **Who Pays? University Financing in Ontario,** Charles Hanly states that the aim of formula financing is to provide an "objective, fair and convenient means for allocating sufficient money to the provincially assisted universities . . . to enable them to meet their operating expenses."

"It consists of two major elements, a system of weights to represent the relative cost of educating one type of student, i.e. general arts students, and this category is used as the reference point. These students are assigned a weight of one, and the costs of the other categories of students are then related to this reference point and weighed according to the relative educational cost . . ."

"The number of enrolled students at the university, multiplied by the weight of their categories, yields the total number of Basic Income Units, which is then multiplied by the Basic Income Unit value, yielding the formula income."

In others words, the more Basic Income Units (students) a university can attract, the more money it can expect from the provincial government.

York University, which is experiencing financial difficulties similar to those of most other Ontario universities has had attention focused on it due to a series of stormy developments which saw the university go through two presidents in as many days.

Dr. David Slater, faced with a budget deficit and some staff members who voiced non-confidence in his ability to lead the university, resigned and was replaced by Richard Storr. Storr, an historian, resigned because of recurrent heart condition brought on by the rigors of the new job. He lasted one day.

The current acting president, John Yolton, who taught philosophy before accepting the presidency, and is known as "the Philosopher King" to his students, is quietly optimistic about York's future. "Academically the university is viable", he says, but he has some doubts as to how long it is going to take York to become viable financially.

Yolton, who holds his post on an interim basis until a search committee finds a permanent president, admits that he is not one of the candidates for the job. "Besides", says Robert MacIntosh, the Chairman of the Board of Governors, "the President of York must be a Canadian."

MacIntosh who is also the Executive Vice-President of the Bank of Nova Scotia, is annoyed at the kind of coverage York has received from the Toronto press, which, instead of examining the real problems facing the university, focused on the more controversial academic gossip.

He is also disturbed by what he calls the "Town Hall" approach to decision-making within the university. In the case of the search committee which is currently engaged in interviewing candidates for the presidency, this lack of confidentiality is ruinous. "Two people, who are no doubt highly qualified will eliminate themselves from consideration because of the openness with which the committee operates", he says. He personally would like to see "a strong person, an exceptional man" as president, who can carry his university community with him under any system.

Horn, Yolton and MacIntosh are unanimous in their belief that leveling off in enrolment has hurt York and other Canadian universities.

However, they differ in their methods as to the solution to the problem. Horn wants to see a re-examination of the values which guide the educational system and which tend to turn people away from higher education.

"People do not want to look for reasons why students tend to drop out, or not come in at all", he says. The prevalent attitude on the part of administrators is to concern themselves with the number of students on campus at a given time. "There is no questioning of the quality of education the universities provide", Horn says, "as long as the students are there . . ."

Cont'd on p. 12

C.A.U.T. Calls For Government Aid To Book Publishing

by Israel CINMAN

A brief prepared by the Canodian Associatian af University Teachers and addressed ta the Premier and the Minister af Education af Québec calls far creatian af a pravincial baak develapment carparatian which wauld pravide financial assistance ta the Québec publishing industry.

It is the result af a twa-year study undertaken by the Curriculum, Research and Educatian Committee af the CAUT.

The Cammittee, whase members are Prafessars Serge Lasique (Sir Geargе Williams University), Hugh MacLennan (McGill), Pierre Cauillard (Mantréal), Michael Crass (Taranta), Christapher Knapper (Regina), and Danald Savage (CAUT), has been cancerned with the survival and maintenance af a truly Canadian publishing industry in Québec and in the rest af Canada. A similar brief was presented ta the Canadian Gavernment and alsa ta the Ontaria Royal Cammissian an Baak Publishing.

The brief was cammissianed in view af the strang interest af the CAUT in the preservatians af the publishing industry because CAUT represents "both authars and a large graup af readers, particularly in the case af baaks directed ta the universities." The Cammittee, in drafting the brief, strongly emphasized that a Canadian book publishing industry is essential ta the maintenance af Canadian identity.

It recammends creatian af a Corparatian, similar to the Canadian Film Develapment Carparatian, which wauld be respansible far financial aid to publishing. The authars stress that a separate agency is necessary in view of the special nature af the publishing industry.

The brief alsa recammends creatian af a Baard campased af members appainted by the Gavernment and by such arganizatians as the **Conseil Supérieur du Livre.** This baard wauld functian as the "guardian af public interest in the sense that it wauld be respansible far drawing up general palicies an the aperatians af the Carparatian and an the submissians af reparts ta the Gavernment." The authars af the brief emphasize, hawever, that this baard wauld nat be respansible far the day-ta-day administratian af the Carparatian.

The authars wauld like ta see a committee established ta assist in the aperatian af the Carparatian. This Cammittee wauld functian mainly in an advisary capacity and wauld deal with recammendatians far laans and subsidies. The brief prapases ta have the members af this Cammittee chasen fram the publishing industry, the baak selling industry,

Cont'd on p. 4

Report Finds Discrimination Against Women

by Israel CINMAN

Wamen are educated less at the university and the University af British Calumbia educates fewer wamen than men.

Wamen are paid less than men in every academic rank.

Wamen with the same qualificatians as men are in inferiar ranks.

Wamen staff members are paid less far the wark they da than male staff members are.

Wamen da nat accupy supervisary and administrative pasitians in the same prapartian as men.

These are the findings af o report on the status af wamen at UBC made public last manth by the lacal wamen's action graup campased af female students, staff and faculty at UBC wha have warked far a year ta imprave warking and learning canditians at the University.

The repart calls far adaptian af a university policy af nan-discriminatian; far develapment af a pragram designed ta carrect all practices which discriminate against female students, faculty and staff; far additianal funds and staff for the dean af wamen's affice; far the establishment af a camprehensive child care facilities an campus open to children af all staff, faculty and students; and far impravement af status af part-time students, staff and faculty.

The repart, which sparked a reaction from the University, cantends that wamen staff and faculty members at UBC ore discriminated against in terms of appaintments, pasitians and salaries, and that the educatianal appartunities for wamen students are nat equal ta those avoilable ta men.

Dr. Walter C. Gage, President af the University af British Columbia set up a special cammittee ta cansider the wamen's actian graup repart. He named Prof. Rabert M. Clark, directar af UBC's Office af Academic Planning chairman af the cammittee.

Cont'd on p. 11

Open Budget at Trent

by Robert D. CHAMBERS

When T. E. W. Nind became Trent's new president in July 1972, he made it known that he intended to move quickly to an open budget. By December, a revised budget for 1972-73 had been tabled in Senate, made available in the Senior Common Rooms, posted in the Library, and mailed to the executives of the Faculty Association and Student Union. The budget was discussed during that part of Senate's agenda which is open (with the press in attendance), and President Nind made it clear that the budget was available on request to any member of the public.

In a moment I shall suggest what effect this development has had within the Trent community, but first it may be useful to sketch the backdrop to the President's initiative.

Between 1963 and 1972, Trent grew slowly to about 2,000 full-time students. Every available indicator in the 60's predicted a dramatic (some thought alarming) growth in higher education through the 70's. Accordingly, Trent set its sights on a maximum student enrolment of 4,000, and planned its academic programmes and staffing on these expectations. Finances during the 60's came fairly readily, and Trent fared adequately from a combination of formula funds (begun in November 1966), emergence grants (given to the smaller, developing universities), and special grants awarded at the request of individual universities. For a decade, Trent was able, more or less, to balance its operating books; small deficit financing was necessary on a few occasions, but a development fund, which to date has yielded over $3 million, kept the university from major deficits.

Given this situation, it is hardly surprising that budget information was not widely shared at Trent during the 1960's. Early on, President Symons established the practice of circulating budget statements to closed meetings of Senate (with the sheets being returned to the Comptroller at the close of the meeting). Budget requests from the Faculty Association were received courteously, and the information (individual salaries excepted) made available. But generally the Trent community was in the dark about finances, with from time to time a muffled rumbling about how our money was being spent.

Towards the close of the 60's, Professor Nind — then Vice-President (Academic) — made long-range projections which indicated huge deficits on the Trent horizon, arising essentially from two sources : first, the Ontario formula which by its nature works a hardship on liberal arts universities (without professional faculties or graduate schools); second, the scaling down and eventual phasing out of the special emergence grants. The third factor, which no one predicted, was the sudden leveling off of enrolment across the province. Thus when he succeeded President Symons last summer, President Nind knew he was on the threshold of a financial crisis : Trent not only fared worst of Ontario's fourteen universities from the formula, but also would lose its special grants by 1975; and the dramatic change in enrolment expectations indicated that we might never reach 4,000 B. I. U.'s (long regarded in Ontario as the plateau or take-off point for financial viability). All the university's planning, begun carefully in 1963 and constantly revised thereafter, took on the appearance of fantasy.

The size of the projected deficits was staggering — running about $1 million a year between 1974 and 1978, during which time the budget would grow beyond $6 million to (possibly) $8 million. Like most universities, Trent's budget is about three-quarters committed to salaries : thus, to get a million dollar annual saving meant, people, not things, would have to go. On 19 January 1973, President Nind put a series of proposals to the Trent community to meet one half of the projected deficit; the other half, he insisted, the Government of Ontario must meet. It was a shocked campus which grasped the seriousness of Trent's plight, since the President's proposals envisaged the termination of 12-15 faculty, the reorganization of the science departments, curtailment of the language programme (with one department simply closed down). The administration and support staff would also be cut back drastically.

Fortunately, the President has given the university lead time in which to examine its priorities and cope realistically with the financial crisis, so that, if faculty terminations become necessary,

Cont'd on p. 4

Calgary Faculty Supports Collective Bargaining

The TUCFA Executive has been given a mandate to begin work to seek recognition from the Board of Governors of the University of Calgary as the bargaining agent for all academic staff.

The mandate directs the Executive to work out the method and procedures for the collective negotiations of economic benefits and all other contractual agreements.

The vote, which ended January 12 and which was conducted through a mailed ballot, shows heavy support for the two motions the members were asked to approve.

The first motion, which states in part that "the TUCFA Executive seek recognition from the Board of Governors of the University of Calgary as the bargaining agent for all academic staff, and be directed to work out methods and procedures for the collective negotiations of economic benefits and other contractual agreement . . . and that these negotiations not be considered as concluded or binding on either or both parties until an agreement in writing is signed by both parties . . ." received 412 votes for, 66 votes against, with 16 abstentions.

The second motion, authorising the Executive "to work with the faculty associations of the Universities of Alberta and Lethbridge, through the Confederation of Alberta Faculty Associations with a view to make joint representations to the Provincial Government relative to permissive legislation for collective negotiation of economic benefits and all contractual arrangements . . ." received 412 votes in favour, 63 votes against, with 19 abstentions.

Those voting in favour of the motions represented 84% of all those voting and 53% of the total eligible on-campus membership. 64% of the total eligible on-campus membership cast ballots in the voting.

Cont'd from p. 3

they will not occur until June 1974. At the moment, Trent is involved in extended and intense discussions, at all levels, about the university's future.

Thus far, these discussions have revealed not only the wisdom but necessity of an open budget as the university heads into a cutback situation. It was, for example, salutary to note at a recent meeting of the Faculty Association how detailed and realistic were the suggestions for financial retrenchment. Faculty and staff are slowly coming to know the budget implications of structural and academic changes, and from this knowledge must come a more informed and sensible listing of Trent's priorities. That salutary, though anguishing, process would have been impossible without the prior establishment of an open budget.

It may be useful at this point to describe the format of Trent's open budget. Within a series of broad categories — such as Academic, Programmes, Administration, General University Related Academic, Plant Maintenance, Ancillary Operations — each department (academic or otherwise) is represented in two ways: first, aggregated amounts for salaries and wages; second, line-by-line indications of all non-personnel expenses. Additional organizational charts indicate the numbers and occupational categories of all those whose salaries and wages have been entered in aggregated sums. Thus, to cite only a few examples, one can quickly find the number of technicians at work in the Biology Department (and their aggregated salaries), or the budget allocation for printing and duplicating in the German Department, for snow removal under Plant Maintenance, or the President's allowances for entertainment and travel. At the bottom of each budget page is a percentage figure which represents the fraction that page represents of the total operating budget.

Let me end on a personal note. When President Nind announced his intention to move to an open budget, I was delighted by his pioneer spirit but sceptical that its results would be anything more than symbolic. Perhaps I was jaundiced by the experience of the 1960's, whereby important principles had been established and then — nothing: election to Boards of Governors of faculty members who never reported back; students gaining places on university and departmental committees and seldom showing up; open meetings to which no one ever came. In the case of the open budget at Trent, events have proved me wrong. The principle I had always supported: can any institution be worthy of the name university which does not pursue knowledge even unto its own operations? But the amount of informed financial discussion now going on at Trent I simply had not predicted. True, the cutback crisis has sharpened and intensified this exchange, but it is going on nonetheless.

ROBERT D. CHAMBERS is Professor of English Literature and Chairman of the Faculty Association at Trent University.

Cont'd from p. 2

the universities, school boards and general public. However, to prevent any conflict of interests, the brief states that "should a member have financial interest in a particular project, he would not be permitted to attend a meeting of the Committee."

The brief outlines a number of criteria to be used in providing loans and developments grants. It recommends that loans be extended only to Québec companies. "If such loans were available to any firm, this would tend to encourage the present takeover system," the authors say.

"The second criterion in the provisions of loans should be a certain interest in Québec's cultural life, and also in artistic or scientific publications of international caliber. The Corporation should develop a system of assessment similar to that of the Canada Council as a means of arriving at equitable judgements." This provision is expected to raise some problems, but according to the brief, it is "notheless essential if the Government wants to avoid subsidising a large pornographic industry. On the other hand, since the publishers will be assessed on the basis of their complete list, there will be no danger of penalising a particular book or author."

The authors of the brief are quite specific in their recommendations as to the viability and sound administration of companies given financial ossistance. They suggest that no monies — loans or grants — be provided to companies who do not possess sound administration. The authors are also interested in furnishing financial assistance to nonprofit publishing houses, providing that "they are well administered and that all profits are reinvested in the company rather than used to subsidize other activities as may happen in the case of university presses or presses operated by religious orders."

The brief also makes strong recommendations on the issue of foreign ownership. It recommends that "one of the conditions for financial assistonce should be an assurance on the part of the publisher that his firm should not be sold out to foreign interests during the period of the loan without consultation with the corporation." If, however, a sale can not be avoided, then the authors of the brief would like to see the Corporation purchase a substantial interest in the company, similar to the steps taken by the Government of Ontario in the case of McLelland and Stewort.

The Committee praised the efforts of the Ontario Government on behalf of the Ontario book publishing industry and expressed a desire for comparable action in Québec.

Vacancies

Postes vacants

ADMINISTRATION

THE UNIVERSITY OF CALGARY. **Office of Institutional Research — Academic Planner.** The Academic Planner is primarily responsible for providing institutional research support to the Academic Policy Committee and to the Vice-President (Academic). The role of the Office of Institutional Research is to provide the President and other senior decision makers and planners with data, information, reports and analyses. As an applied research group, the OIR also develops modern management tools and techniques which have university administrative application. Besides the Academic Planner, the Office has a complement of four analysts: The Academic Program Cost Analyst, the Academic Space and Facilities Analyst, the Information Systems Analyst and the OIR Statistician. Four assistant analysts (all recent graduates) and a clerical staff of four complete the staff. The University of Calgary has the usual Canadian university faculty and professional staff benefits. Salary range for this position is negotiable. Candidates should have a doctorate or equivalent experience. University teaching and administrative experience is desirable. Please contact: Dr. Bernard S. Sheehan, Director (403) 284-5877, Office of Institutional Research, The University of Calgary, Calgary, Alberta T2N 1N4.

MEMORIAL UNIVERSITY OF NEWFOUNDLAND. **Dean — the Faculty of Education.** The University is seeking a new Dean to head up a Faculty offering degree programmes to the Master's level. Student enrolment 1972-73 was 2000 undergraduate, 160 graduate. There are 81 members of faculty. Nominations will be received, in confidence by the Search Committee up to and including May 31, 1973. They should be addressed to: Dr. L. Harris, Chairman, Search Committee for Dean of Education, Memorial University of Newfoundland, St. John's, Nfld.

THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION. **Assistant Director.** Applications are invited for the position of Assistant Director, effective July 1, 1973. The Institute conducts programs of research, development, dissemination and implementation of studies, and is affiliated with the University of Toronto for graduate studies programs leading to Ph.D., Ed.D., M.A., and M.Ed. degrees. This is a senior administrative post, reporting to the Director and having particular responsibility for ensuring coordination among the major functions. Duties include responsibilities for related aspects of internal administration, particularly the areas of personnel and financial management. The incumbent will hold academic rank in a department within the Institute and may engage in teaching activities. Along with other qualifications, applicants should have a Ph.D. in Education or equivalent plus substantial experience in academic administration. Academic rank and salary will depend upon qualifications and experience. Enquiries should be addressed to Dr. R. W. B. Jackson, Director, OISE, 252 Bloor Street W., Toronto, Ontario, Canada M5S 1V6.

UNIVERSITY OF WATERLOO. **Department of Recreation — Senior Scholar and Chairman. Qualifications:** Doctorate; academic experience, particularly graduate thesis direction; and scholarship and research record in field related to recreation and leisure. Applicants will be considered from both Recreation and related fields, particularly the social and behavioural sciences. Administrative experience and knowledge of Canadian scene would be desirable. **Duties:** To administer rapidly growing and innovative academic department of twelve faculty and 350 students; to provide leadership for developing graduate program; and, to make scholarly contributions to related field. **Salary Scale:** Minima (1972-73): Associate Professor $15,200; Full Professor $20,200. The University of Waterloo, situated 65 miles west of Toronto and 160 miles east of Detroit, consists of six faculties offering programs of undergraduate and graduate study to 13,500 students. Strong curricula have been established in several fields closely related to recreation, including urban and regional planning, environmental studies, and the social and behavioural sciences. Members of the Department of Recreation are currently engaged in teaching and research in such fields as: therapeutic recreation, recreation resource development, leisure service administration, and outdoor recreation. **Address Inquiries to:** Gerald S. Kenyon, Dean, Faculty of Human Kinetics and

Leisure Studies, University of Waterloo, Waterloo, Ontario, Canada, before March 20, 1973.

UNIVERSITY OF WINDSOR. **Dean of the Faculty of Business Administration.** Applications ond inquiries are invited for this academic position which includes the odministration of programs and budgets in the Faculty of Business Administration. Appropriate administrative experience and scholarly credentials are required. Salory by arrangement. Please send a résumé prior to March 31, 1973 to: Dr. Edward Rasenbaum, Chairmon, Dean Selectian Committee, Faculty of Business Administration, University of Windsor, Windsor, Ontaria.

AGRICULTURAL ECONOMICS

UNIVERSITY OF GUELPH. **School of Agriculturol Economics ond Extension Education.** Applicatians are invited far the position of Assistant or Associate Professar in Agriculturol Econamics in the Schaal of Agricultural Economics and Extension Education. The preferred candidate will have a Ph.D. in Agricultural Economics, with a major areo of speciolization in Production Economics and a strong training in statistics and research methods. The teaching responsibilities include undergroduate and graduote teaching to the Ph.D. level in Production Economics, Farm Management and Quantitative Methads. The successful candidate will be required ta supervise the research theses of students in the Master's and Ph.D. degree programs in Agricultural Econamics. The successful candidate will be expected to canduct o collabarative research program in bioeconomics with animal ond crop scientists and agricultural engineers. Salary is negotiable and will be commensurate with experience. Closing date for the receipt of applications is 31 Morch 1973. Candidates shauld send a detailed **curriculum vitæ,** transcripts and the names of referees to: Professor T. K. Warley, Director, School of Agricultural Economics and Extension Education, Ontaria Agricultural College, University af Guelph, Guelph, Ontario, Conada N1G 2W1.

BIOLOGY

QUEEN'S UNIVERSITY. **Deportment of Biology.** Applications are invited for appointment as Assistant Prafessar in the Department (one-year term initially). The successful candidate will be a Ph.D. with research and teaching interests in any one af the follawing fields: fresh-woter ecalogy of algae or invertebrates; molecular biology of vertebrate development; exceptional candidates in ather fields will be considered. This appointment will begin July 1, 1973. Applications should be sent ta Dr. B. N. Smallman, Head, Department af Biology, Queen's University, Kingstan, Ontorio.

BIOMEDICAL SCIENCES

UNIVERSITY OF GUELPH. **Deportment of Biomedical Sciences.** Assistant or Associate Professorship, depending on qualifications and experience. Ph.D. in Physiology and a degree in Veterinary Medicine. To participate in and aid in organization of undergraduate courses in Physiology with emphasis on instructian in Gastroenterology. To teach aspects of a graduate course in gastroenterology. To carry out research in aspects of gastroenterology as it applies to studies of domestic animals in health and disease. To participate in the development of a new curriculum in Veterinary Medical sciences. Salary minimum Assistant Professorship $11,900; minimum Associate Professorship $15,250; negotiable according to qualifications and experience. Appointment to commence immediataly. Closing date for applications when position filled. Apply to: H. G. Downie, D.V.M., Ph.D. Chairman, Department of Biomedical Sciences, University of Guelph, Guelph, Ontario, Canada N1G 2W1.

BUSINESS ADMINISTRATION

UNIVERSITY OF NEW BRUNSWICK. **Deportment of Business Administration.** Applications are invited for undergraduate teaching positions as follows: **Fredericton Campus** — a) accounting; b) manogement; c) marketing; d) quantitative methods. **Soint John Campus** — o) accounting and/or finance; b) marketing and/or management. Qualifications required are Ph.D., Ph.D. candidate or equivalent. Rank and salary based on qualifications and experience. Appointments effective July 1, 1973. Apply to: Chairman, Department of Business Administration, University of New Brunswick, Fredericton, N.B.

UNIVERSITY OF WINDSOR. **Faculty of Business Administrotion.** Marketing Area: Applicotions are invited for a teaching position in Marketing. Preference will be given to applicants who possess o Ph.D. and whose teaching and research interests are in industrial marketing and/or logistics. Rank and salary are negotiable, based on qualifications and experience. Please direct applications to: Dr. G. R. Horne, Dean, Faculty of Business Administration, University of Windsar, Windsor, Ontario.

CHILD EDUCATION

UNIVERSITY OF SASKATCHEWAN. **Institute of Child Guidonce ond Development.** Applications are invited from graduates for the appointment of a Lecturer in Early Childhood Education to be responsible for the odministration of the Pre-School Centre and to assist with senior undergraduate classes. Opportunity for extension and/or summer school teaching. Experience with young children essential. Salary scale: $9,225 to $11,825. Further details can be obtained from: Dr. John McLeod, Director, Institute of Child Guidance and Development, University of Saskatchewan, Saskatoon, Saskatchewan S7N 0W0.

CLASSICS

UNIVERSITY OF WATERLOO. **Deportment of Classics ond Romance Languoges.** Assistant-Associate Professor. Ph.D. required with experience in teaching French language and linguistics ta Canadian anglophones and francophones. Teaching duties on undergraduate and graduate levels. Effective date of appointment: July 1, 1973. Inquire of: Professor Robert L. Myers, Chairman, Department of Classics and Romance Languages, University of Waterloo, Waterloo, Ontario N2L 3G1.

UNIVERSITY OF WATERLOO. **Deportment of Classics and Romance Languages.** Assistant-Associate Professor. Ph.D. required with experience in teaching French language and French Canadian Literature to Conadian anglophones and francophones. Teaching duties on undergraduate and graduate levels. Effective date of appointment: July 1, 1973. Inquire of: Professor Robert L. Myers, Chairman, Department of Classics and Romance Languages, University of Waterloo, Waterloo, Ontario N2L 3G1.

ECONOMICS

SAINT MARY'S UNIVERSITY. **Deportment of Economics.** Applications are invited for Full and Associate Professors — two positions — with a doctorate and aptitude for undergraduate teaching. Salary commensurate with qualifications. Appointment will be effective September 1, 1973 and applications will be received up to July 31, 1973. Inquiries to: Dean Dennis Connelly, Faculty of Commerce, Saint Mary's University, Halifax, N.S.

EDUCATION

BRANDON UNIVERSITY. **Faculty of Educatian.** There are two openings in the Faculty. 1) Elementary Education. Areas: small group techniques and/or of science, mathematics, language arts speciality. 2) Human services: background and experience in human potential movement or persons interested in developing new career areas in the helping occupations. Starting date: September 1, 1973. Apply to: Dr. Ralph R. Pippert, Dean, Faculty af Educatian, Brandon University, Brandon, Manitabo R7A 6A9.

UNIVERSITY OF SASKATCHEWAN REGINA CAMPUS. **Faculty of Educotion.** Applications are invited at the rank of Assistant or Associate Professor (Appointment in Art Educatian). Qualifications: Ph.D. preferred, together with school experience. Teaching Requirements: Junior and Senior undergraduate classes in Art Education. Salary: Assistant Professor — $12,000 — $15,600 (6 x $600); Associate Professar — $15,750 — $20,300 (7 x $650). Date of Appaintment: July 1, 1973. Closing date for receipt of applications: April 1, 1973. Method of Application: Transcripts, **Curriculum Vitæ,** and References to: Dr. Arthur Kratzmann, Dean, Faculty of Education, University of Saskatchewan Regina Campus, Regina, Saskatchewan S4S 0A2.

UNIVERSITY OF SASKATCHEWAN REGINA CAMPUS. **Faculty of Education.** Applications are invited at the rank of Assistant or Associate Professor (Appointment in Special Education). Qualifications : Ph.D. preferred, together with appropriate school experience. Teaching requirements : Introductory undergraduate classes in Special Education. Salary : Assistant Professor — $12,000 — $15,600 (6 x $600); Associate Professor — $15,750 — $20,300 (7 x $650). Date of Appointment : July 1, 1973. Closing Date for Receipt of Application : April 1, 1973. Method of Application : Transcripts, **Curriculum Vitæ,** and References to : Dr. Arthur Kratzmann, Dean, Faculty of Education, University of Saskatchewan Regina Campus, Regina, Saskatchewan S4S 0A2.

FINE ARTS

UNIVERSITY OF ALBERTA. **Department of Art and Design.** Industrial Design sessional instructor for the period September 1st, 1973 to April 31st, 1974 at a salary of $8,000 (negotiable) to teach industrial design at all levels of the undergraduate program. Applicants should have both teaching and industrial experience and have particular knowledge of current manufacturing processes. The industrial design course structure is drafting office and machine shop oriented. Note : Whilst the principle of the above post has been established, budgetary approval is required before allowing our entry into final negotiations. Letter of application and enquiries to be sent to : Professor R. Silvester, Acting Chairman, Department of Art and Design, University of Alberta, Edmonton, Alberta, T6G 0X7, Canada.

UNIVERSITY OF WINDSOR, **Fine Arts Department.** Applications are invited for a teaching position of Lithographer with the following qualifications : 1) Applicant is to have stone and plate Litho background; 2) M.A. or M.F.A. (applicants will be considered who have comparable professional experience in lieu of graduate training); 3) Duties include building Litho shop in new Fine Arts Building. Position available July 1, 1973. Salary commensurate with experience and qualifications ($9,450 base). Please direct applications to Prof. John K. Pufahl, Fine Arts Department, University of Windsor, Windsor 11, Ontario.

GENETICS

UNIVERSITY OF GUELPH — COLLEGE OF BIOLOGICAL SCIENCE. **Department of Botany and Genetics. — Developmental Geneticist.** Applications are invited for position of Assistant Professor effective September 1st, 1973. Post includes teaching undergraduate courses in Developmental and Human Genetics. A strong research interest in the molecular aspects of development is desirable. Applicants should submit **curriculum vitæ** and the names of 3 referees to : Dr. W. G. Barker, Chairman of Selection Committee, Department of Botany and Genetics, University of Guelph, Guelph, Ontario, Canada N1G 2W1.

GEOGRAPHY

UNIVERSITY OF SASKATCHEWAN. **Department af Geagraphy.** Applications are invited for a Visiting Lecturer position starting July 1st, to teach Cartography and Air Photo Interpretation. The successful applicant will be responsible for an introductory course in Cartography, an introductory course in Air Photo Interpretation, and an advanced course in the latter. Salary negotiable, depending on qualifications. Inquiries and applications should be addressed to Prof. William Barr, Appointments Committee, Department of Geography, University of Saskatchewan, Saskatoon, Saskatchewan.

HISTORY

BISHOP'S UNIVERSITY. **Department of History.** Applications are invited for the position of Assistant Professor in the History of the United States. Ph.D. or near and teaching experience required. Duties to include undergraduate teaching at the general and honours levels. Salary according to rank and experience. Appointment effective July 1, 1973. Applications to the Chairman, Department of History, Bishop's University, Lennoxville, Quebec. April 15, 1973, is the closing date for receipt of applications.

XAVIER COLLEGE. **Department of History.** Applications are invited for an Assistant Professor with emphasis on French Canada. The requirements for this position are a Ph.D. with teaching experience and publications. The duties will include undergraduate teaching. Salary ranges from $11,100 to $14,300. Applications should be sent to A. J. Semple, Acting Chairman, History Department, St. F. X. University — Sydney Campus, Box 760, Sydney, Nova Scotia no later than April 30, 1973. This job will begin September 1, 1973.

YORK UNIVERSITY — ATKINSON COLLEGE. **Department af History.** Two part-time positions open in History at Atkinson College for the autumn/winter

La Syndicalisation des Professeurs d'Université

date : 13-14 avril 1973

place : Ecole secondaire Marguerite de la Jemmerais, Montréal.

Conférencier invité : **M. André Côté** (professeur à l'université Laval)

panélistes : Me Jean-Denis Gagnon

M. Léo Roback

M. Vadeboncœur

M. Paul-Martel Roy

Quatre thèmes seront abordés au cours de ce colloque : a) évolution des conditions de travail des professeurs d'université; b) syndicalisation comme moyen de regroupement des professeurs d'université; c) différents types de syndicalisation : syndicat à sections, syndicat général, etc.: d) différents types de regroupement au niveau du Québec.

L'ACPU ayant été invitée à participer à l'organisation du colloque a décidé d'aider les associations affiliées dans la province du Québec qui désireraient envoyer des représentants en défrayant partiellement les frais encourus. Pour de plus amples renseignements, s'adresser à Marie-Claire Pommez.

session 1973/74, (1) American Foreign Policy in the Twentieth Century and (2) France in the Seventeenth and Eighteenth Centuries. Stipend between $2,000 and $3,000 according to qualifications. Closing date for receipt of applications, March 31, 1973. Apply to : Mrs. Margaret M. Knittl, Chairman, History Department, Atkinson College, York University, 4700 Keele Street, Downsview, Ontario M3J 1P3.

LIBRARIAN

UNIVERSITY OF GUELPH. **Reference Librarian.** Applications are invited for the position of Reference Librarian. Candidates should have a degree from an accredited Library School, preferably M.L.S., and an honours bechelor's degree or a master's degree in social sciences or life sciences. Experience in working with government documents, especially Canadian, or with non-print materials, an asset. Salary by negotiation, according to qualifications and experience. Appointment to be effective May 1, 1973, contingent upon available funds. Please refer to this advertisement in your application. Applications should be addressed to : Miss M. D. Cameron, Assistant Librarian for Personnel, The Library, University of Guelph, Guelph, Ontario N1G 2W1.

MICROBIOLOGY

UNIVERSITY OF GUELPH. **Deportment of Microbiology.** The Department of Microbiology, College of Biological Science, of the University of Guelph, invites applications for the position of Assistant Professor. The appointment will commence in May, 1973, and the appointee will be expected to participate in undergraduate teaching in microbial ecology and general microbiology. Research experience should be in the area of microbial ecology, preferably in the aquatic environment. Candidates should have strength in both teaching and research and will be expected to direct graduate students. Postdoctoral experience would be a decided asset. Applicants should submit a **curriculum vitæ** and the names of 3 referees to Dr. D. C. Jordan, Chairman, Department of Microbiology, University of Guelph, Ontario N1G 2W1.

UNIVERSITY OF GUELPH. **Department of Microbiology.** The Department of Microbiology, College of Biological Science invites applications for the position of Assistant Professor. The appointment will commence in May, 1973, and the appointee will be expected to participate in undergraduate teaching in virology and general microbiology. Research experience should be in the area of general virology and, preferably, viral diseases of fishes. Candidates should have strength in both teaching and research and will be expected to direct graduate students. Postdoctoral experience would be a decided asset. Applicants should submit a **curriculum vitæ** and the names of 3 referees to Dr. D. C. Jordan, Chairman, Department of Microbiology, University of Guelph, Ontario N1G 2W1.

MUSIC

QUEEN'S UNIVERSITY. **Music Deportment.** There is a position open for a Lecturer or Assistant Professor of Music. (Primary field : Music Education, Senior Elementary and Secondary levels. Secondary field : theory-composition.) Qualifications : D.Mus.Ed. (or equivalent); substantial teaching experience. Proven competence as a composer. Duties : Teaching courses in Music Education, Theory and Composition. Salary : Between $11,500 and $12,500. Negotiable according to qualifications. Appointment date : August 1st, 1973. Applications to : Professor Istvan Anhalt, Head, Music Department. Queen's University, Kingston, Ontario.

PHILOSOPHY

UNIVERSITY OF MANITOBA. **Deportment of Philosophy.** Applications are invited for the position of Lecturer or Assistant Professor, depending on qualifications with preference given to persons holding a Ph.D. An interest in Nineteenth Century European philosophy would be an advantage. Duties : Nine hours a week undergraduate teaching. Salary : $11,000 — $12,000, depending on qualifications. Effective date of appointment : July 1, 1973. Inquiries to : Professor M. Stack, Chairman, Hiring Committee, Department of Philosophy, University of Manitoba, Winnipeg, Manitoba R3T 2N2.

PHYSICS

UNIVERSITY OF MANITOBA. **Department of Physics.** Vacancy for Senior Professor. The appointment is for a Senior Professor of Nuclear Physics who will conduct and provide leadership in research on a sector-focussed 50MeV cyclotron. The salary will be fully commensurate with the qualifications of the successful applicant, but will be in excess of $25,000 per year. The University reserves the right to fill this position by invitation or not to fill it at all in the event that a suitable candidate cannot be found. Persons interested should write to the Head of the Department of Physics, University of Manitoba, Winnipeg, Manitoba, Canada R3T 2N2.

UNIVERSITY OF WATERLOO. **Department of Physics.** Applications are invited for an appointment at Assistant Professor level in Astrophysics (preferably theoretical) effective September 1, 1973. A Ph.D. in astrophysics with a physics background is required. The appointment will include teaching at the undergraduate and graduate level and research. Applications must be filed by April 1, 1973, with : Dr. J. W. Leech, Chairman, Department of Physics, University of Waterloo, Waterloo, Ontario, Canada N2L 3G1.

UNIVERSITY OF WESTERN ONTARIO. **Deportment of Physics.** Applications are invited for two limited term one-year appointments at the Lecturer or Assistant Professor level in Physics. One appointment will run from 1st July 1973 to 30 June 1974 and the other from 1st September 1973 to 31 August 1974. A Ph.D. in physics with some undergraduate teaching experience is required. Research area is not a vital consideration for short term appointments but interests close to those of the department are preferable. Main duties will be in the area of undergraduate teaching probably with emphasis on laboratory and tutorial instruction. Salary negotiable to a maximum of $12,000. Write before 15th April 1973 enclosing **curriculum vitæ** and names of three referees to : Professor G. F. Lyon, Acting Chairman, Department of Physics, University of Western Ontario, London, Ontario N6A 3K7.

XAVIER COLLEGE. **Department of Physics.** Applications are invited for an Assistant Professor in our Physics Department. The requirement for this is a Ph.D. in Physics. Successful undergraduate teaching experience is required, and the successful applicant will be responsible for teaching and student laboratories for Freshman and Sophmore students only. Salary will begin at $11,100. Write : W. M. Reid, Dean of Studies, Professor of Physics; St. F. X. University (Sydney Campus); P.O. Box 760, Sydney, Nova Scotia. Closing date for applications is March 31, 1973 and duties begin September 1, 1973.

POLITICAL SCIENCE

BRANDON UNIVERSITY. **Deportment of Political Science.** Applications are invited for a position as Assistant Professor or Associate Professor to teach

undergraduate courses in Comparative Government or Political Thought and Methodology Qualifications : Ph.D. and teaching experience. Salary is negotiable. The current floors are $11,000 for Asst. Professor; $14,500 for Assoc. Professor; duties will commence on Sept. 1, 1973. Apply with full **curriculum vitæ** to Dr. M. V. Naidu, Head, Department of Political Science, Brandon University, Brandon, Manitoba.

YORK UNIVERSITY. **Deportment of Political Science.** Applications are invited for one junior or middle rank position in the field of **Internotional Relations** for an appointment beginning July 1st, 1973. Applications from Ph.D. candidates or persons presently teaching, including a **curriculum vitæ** and names and addresses of referees, should be sent to the Chairman of the Department, Professor Edgar J. Dosman, York University, 4700 Keele Street, Downsview 463, Ontario.

POLITICS

BROCK UNIVERSITY. **Deportment of Politics.** Effective July 1, 1973, the Department of Politics would like to make two appointments : a permanent appointment at the Associate level and a one-year appointment at the Assistant or Lecturer level. Applicants should have appropriate qualifications in at least two of the following fields : Canadian, American, International, Comparative, theory. Duties will include undergraduate and possibly graduate teaching. Salary appropriate to qualifications and experience. Please send vitæ to Chairman, Recruitment Committee, Dept. of Politics. Closing date for applications : April 1 for permanent appointment, March 15 for junior one.

UNIVERSITY OF GUELPH. **Deportment of Politicol Studies.** Applications are invited for the position of Assistant Professor (salary floor 1972-73 $11,900) or Lecturer (salary floor 1972-73 $9,850) for undergraduate teaching in Comparative Theory with special competence in U.S. and one other area such as U.S.S.R., or Western Europe. Qualifications will include a Ph.D. or nearing completion. Appointment will be effective July 1, 1973 with the closing date for applications May 1, 1973. Candidates should send a **curriculum vitæ** to Frederick Vaughan, Chairman, Department of Political Studies, University of Guelph, Guelph, Ontario N1G 2W1.

2) Applications are invited for the position of Full Professor (salary floor 1972-73 $19,400), Associate Professor (salary floor 1972-73 $15,250), Assistant Professor (salary floor 1972-73 $11,900), or Lecturer (salary floor 1972-73 $9,850) for undergraduate and graduate teaching in International Politics together with East Asia. Qualifications are a Ph.D. above Lecturer rank. The appointment will be effective January 1, 1974 with closing date for applications October 1, 1973. Candidates should send a **curriculum vitæ** to Frederick Vaughan, Chairman, Department of Political Studies, University of Guelph, Guelph, Ontario N1G 2W1.

PSYCHOLOGY

BISHOP'S UNIVERSITY. **Deportment of Psychology.** Applications are invited for the position of Student Counsellor and Lecturer (part-time) in Psychology. Graduate degree in counselling or clinical psychology and some professional experience, preferably in a university student service setting, required. Duties, to provide a broad ronge counselling service for university undergraduates, and to offer one undergraduate psychology course in group dynamics and some supportive skills for an experimental undergraduate program structured on a small group module. Starting salary in the range $10,500 to $13,500. Appointment effective 1 July 1973. Applications to the Chairman, Department of Psychology, Bishop's University, Lennoxville, Quebec. 1 June 1973 is the closing date for receipt of applications.

BISHOP'S UNIVERSITY. **Department of Psychology.** Applications are invited for the position of Assistant Professor of Psychology. Ph.D. and some teaching experience required. Duties to include advanced undergraduate course in physiological psychology, animal experimental psychology, and psychology of motivation. Supervise animal research laboratory. Starting salary in the range $10,500 to $13,500. Applications to the Chairman, Department of Psychology, Bishop's University, Lennoxville, Quebec. Appointment effective July 1, 1973. Closing date for receipt of applications is May 1, 1973.

UNIVERSITY OF LETHBRIDGE. **Deportment of Psychology.** One opening for Developmental Psychologist at the Assistant or Associate Professor Level. Position requires an ability to emphasize the Biological as well as the Perceptual, Cognitive and Social Aspects of Growth and Development. This appointment commences July 1, 1973. Applications should be directed to Professor J. Hamilton, Chairman, Department of Psychology, University of Lethbridge, Lethbridge, Alberta.

THE UNIVERSITY OF WESTERN ONTARIO. **Deportment of Psychology.** Two vacancies for Assistant Professor. One position is for a developmental psychologist with special interests in cognitive or language development in infancy and early childhood. The second position is in experimental social psychology. Send **curriculum vitæ** and names of referees to Dr. W. J. McClelland, Chairman, Department of Psychology, The University of Western Ontario, 1151 Richmond Street, London, Ontario N6A 3K7.

RECREATION STUDY

UNIVERSITY OF WATERLOO. **Deportment of Recreotion.** Applications are invited for faculty positions in the following areas : 1. Therapeutic Recreation Service. 2. Resource Management and Development. 3. Outdoor Recreation and Education. 4. Recreation and Park Administration. Applicants should possess the Ph.D. degree or equivalent plus professional experience. Appointments are effective either July 1, or September 1, 1973. Applications will be received up to April 15, 1973. Minimum salary for 1972-73 is : Assistant Professor $11,900; Associate Professor $15,400; Professor $20,200. Currently the Department offers an honors degree program in recreation and leisure studies with a student body consisting of 300 undergraduates working with a faculty complement of ten. A graduate program is being planned for 1974. The University of Waterloo offers outstanding opportunities for faculty to engage in research and applications are particularly welcome from persons with a strong research interest. Please address letters of application and **curriculum vitoe to :** Dr. C. A. Griffith, Chairman, Department of Recreation, University of Waterloo.

VICE-PRESIDENT FOR ACADEMIC AFFAIRS

A chief academic officer is being sought for a newly formed public institution, focusing upon graduate level programs. Located in the Kanawha Valley near Charleston, West Virginia, the College presently serves a largely part-time clientele with approved programs at the Master's Degree level in Engineering and Physical Sciences, Human Resources and Humanistic Studies, Administrative Sciences, and an affiliate program in Social Work with West Virginia University.

A major focus of service of the College will be to enter into cooperative planning and implementation of graduate programs at other locations within the State in conjunctian with ather State institutians.

Applicants for this position should possess the earned doctorate and should have a full range of academic experience. TIAA-CREF benefits, salary open. Application with vita or letters of recommendation should be sent by April 15, 1973 to :

Dr. Allen Blumberg
Chairman, Search Committee
West Virginia College of Graduate Studies Institute
West Virginia 25112

An Equal Opportunity Employer

RELIGION

BISHOP'S UNIVERSITY. **Department of Religion.** Applications are invited for the position of Lecturer or Assistant Professor in the Department of Religion. Ph.D., double M.A., or equivalent required. Duties to include lecturing in Old Testament studies, Hebrew Language, Comparative Religion and Philosophy of Religion. Salary according to qualifications. Appointment effective 1 July 1973. Applications to the Chairman, Department of Religion, Bishop's University, Lennoxville, Quebec. Closing date for receipt of applications is 15 April or until filled.

SOCIAL WORK

UNIVERSITY OF WINDSOR. **School of Social Work.** Position : Research Coordinator and Instructor for the B.S.W. and M.S.W. sequences. Qualifications : A Doctoral degree in Social Work would be preferable along with substantial research and teaching experience. Rank and salary : OPEN, but applicants qualifying at a senior rank would be preferred. Direct inquiries to B. J. Kroeker, Acting Director, School of Social Work, University of Windsor, Windsor, Ontario. We also anticipate a one-year appointment in the policy field and a permanent appointment in methods.

SOCIOLOGY

UNIVERSITY OF GUELPH. **Department of Sociology and Anthropology.** Applications are invited for the academic year 1973/74 for three visiting appointments, one Professor, one Associate Professor and one Assistant Professor. Preference will be given to a specialist in Family Sociology for one of the positions. This department offers B.A. Honours and Major in Sociology and a Minor in Anthropology; also the M.A. in Sociology. It specializes in the following areas : Social Change, Rural Development (Rural-Urban transition), and Social Institutions. Criteria for positions in this department include evidence of teaching ability, demonstrated research capacity, interest in contributing to the development of this department and appropriate academic qualifications. Applications are invited from appropriately qualified candidates who have a strong interest in teaching and demonstrated research initiative in any or all of these areas, and should be sent to : Chairman, Department of Sociology/Anthropology, College of Social Science, University of Guelph, Guelph, Ontario.

THE UNIVERSITY OF MANITOBA. **Socialogy Department.** The Department announces the possibility of 3 vacancies for 1973-74. All ranks considered. Salary and rank dependent on qualifications and experience. Ph.D. required. Canadian experience or training preferred. Write to Dr. D. L. Rennie, Head, Department of Sociology, The University of Manitoba, Winnipeg, Manitoba R3T 2N2. Effective July 1, 1973. Closing date — when positions are filled.

XAVIER COLLEGE. **Department of Sociology.** Applications are invited to fill a vacancy in our Sociology Department. The rank is open for this pasition. Requirements are a Ph.D. or near Ph.D. Duties include teaching — all areas considered. Write : John J. Nicholson, Chairman, Department of Sociology and Anthropology; St. F. X. University — Sydney Campus; P.O. Box 760, Sydney, Nova Scotia. Duties begin September 1973. Applications will be received until the position is filled.

THEATRE

UNIVERSITY OF BRITISH COLUMBIA. **Department of Theatre, Droma.** Applications are invited for an Instructor or Assistant Professor, who is a specialist in teaching of Acting. Professianal and teaching experience essential. Masters' degree desirable but not essential, to teach both introductory and advanced acting classes. Salary up to $12,000 depending upon qualifications and experience. Date of appointment : September 1, 1973. Apply to : J. Brockington, Head, Department of Theatre, University of British Columbia, Vancouver 8, B.C. (include names of three referees).

VETERINARY MEDICINE

UNIVERSITY OF GUELPH — ONTARIO VETERINARY COLLEGE. **Department of Clinical Studies.** A position in Large Animal Surgery is available in the Department of Clinical Studies, Ontario Veterinary College, University of Guelph as of July 1, 1973. An interest in general surgery of all species of large animals will be required of the successful applicant. The main duties of the applicant will be to teach Large Animal Surgery at the undergraduate and graduate level and to participate as a clinician in the Veterinary Teaching Hospital. The applicant must be eligible for licensure in the Province of Ontario. Advanced degree, teaching experience and Board certification or eligibility for Board certification would be desirable. Academic rank and salary will be commensurate with experience and qualificatians. Enquiries regarding the position can be made to : Dr. J. Archibald, Chairman, Department of Clinical Studies, Ontario Veterinary College, University of Guelph, Guelph, Ontario, Canada N1G 2W1.

UNIVERSITY OF GUELPH — ONTARIO VETERINARY. **Resident.** A position of Resident within the Veterinary Teaching Hospital is available in the Department of Clinical Studies. The Resident would take up duties in the area of Anesthesiology. The duties would be mainly clinical anesthesiology and the teaching of anesthesiology at the undergraduate and graduate level. The position will be available from July 1, 1973 to terminate August 30, 1974. An advanced degree or diploma in anesthesiology and teaching experience would be valuable. The applicant must be licenced to practice Veterinary Medicine in the Province of Ontario. Enquiries regarding the position can be made to : Dr. J. Archibald, Chairman, Department of Clinical Stu-

UNIVERSITY OF SASKATCHEWAN

REGINA CAMPUS

Department of Music

A one-year position in choral music will be open in the Department of Music at the University of Saskatchewan Regina Campus for 1973-74. Duties will involve conducting 50-voice University Concert Choir, and applied teaching in keyboard areas; choral techniques. Salary is negotiable. The applicant should have at least a Master's degree. The appointment is effective July 1, 1973. Applications should be sent before April 1, 1973, to the Chairman, Department of Music, University of Saskatchewan Regina Campus, Regina, Saskatchewan S4S 0A2.

dies, Ontario Veterinary College, University of Guelph, Guelph, Ontario, Canada N1G 2W1.

UNIVERSITY OF GUELPH — ONTARIO VETERINARY COLLEGE. **Resident.** A position of Resident within the Veterinary Teaching Hospital is available in the Department of Clinical Studies. The Resident would take up duties in the area of Radiology. Duties include diagnostic radiology and assistance with the instruction of undergraduate and graduate students. The position will be available from June 1, 1973 to terminate no later than May 30, 1975. An advanced degree or diploma in radiology and teaching experience would be valuable. The applicant must be licenced to practice Veterinary Medicine in the Province of Ontario. Enquiries regarding the position can be made to : Dr. J. Archibald, Chairman, Department of Clinical Studies, Ontario Veterinary College, University of Guelph, Guelph, Ontario, Canada. N1G 2W1.

ZOOLOGY

UNIVERSITY OF GUELPH, COLLEGE OF BIOLOGICAL SCIENCE. **Department of Zoology.** Invertebrate Zoologist (2 positions). Applications are invited from suitably qualified persons to teach undergraduate courses, as required, in invertebrate zoology and introductory biology. The deportment supports strong undergraduate and graduate programmes in fisheries and wildlife biology, marine biology, physiology, ecology, parasitology and animal behaviour. The present positions offer excellent opportunities to develop additional programmes in areas of the applicant's interests. The Department would be pleased to consider applications from systems biologists. Salary and position will be at the Assistant Professor level. Applications must include the names of two referees and should be forwarded to the Chairman, Department of Zoology, College of Biological Science, University of Guelph, Guelph, Ontario, Canada N1G 2W1 — by May 31, 1973.

UNIVERSITY OF GUELPH. **College of Biological Science — Deportment of Zoology.** Vertebrate Zoologist. Applications are invited from suitably qualified persons to teach undergraduate courses, as required, in one or more of the following : comparative vertebrate anatomy, wildlife management, mammalogy, animal ecology, introductory zoology. The position offers an excellent opportunity to develop field and laboratory studies within an existing strong undergraduate and graduate fisheries and wildlife programme. Salary and position will be at the Assistant Professor level. Applications must include the names of two referees and should be forwarded to the Chairman, Department of Zoology, College of Biological Science, University of Guelph, Guelph, Ontario, Canada N1G 2W1 — by May 31, 1973.

AVAILABILITIES

LITTÉRATURE FRANÇAISE

Doctorat en **littéroture française,** 1956. Intérêt particulier dans le dix-septième siècle. Longue expérience dans l'enseignement universitaire et publications. Désire occuper le poste de professeur ou professeur agrégé. Excellentes références. **Cose 78.**

FRANÇAIS

Professeur **françois,** actuellement dans une université française, ayant déjà l'expérience de "Visiting professeurs" auteur de diverses publications concernant le dix-huitième siècle français (études critiques et édition de textes). Désire enseigner dans une université canadienne pour un semestre au maximum. **Cose 79.**

THE UNIVERSITY OF CALGARY

Department of Political Science

The Department requires a specialist in Canadian Politics at a junior to intermediate rank. Must have a Ph.D. or be in the final stages of completion. Rank and salary will depend on qualifications of the successful candidate. Replies should be addressed to : Dr. John Woods, Head, Department of Political Science, The University of Calgary, 2920 — 24 Avenue N.W., Calgary, Alberta, Canada T2N 1N4.

Cont'd from p. 2

A press release, describing the committee's functions, said that it will examine those sections of the report which deol with academic matters and academic staff.

It will also examine the "extent to which discrimination against women, if any, is the result of University policies rather than the general policies in society."

The women's action group report recommends clarification of university policy to include guarantees of equal educational and employment opportunities for women regardless of age, pregnancy or possible pregnancy, marital status, number of dependents or parents' financial position.

Cont'd from p. 1

Horn is disturbed by those administrators who believe that to save costs one must terminate professors' contracts or freeze their salaries. The Academic Policy and Planning Committee at York has circulated a report which states that in order to attain financial viability, York might have to terminate 60 to 70 contracts and freeze salaries, thus confirming his fears.

"In bad times, and York is in bad times, you look for ways to cut costs, but in a period of inflation, this would be totally unacceptable", he said.

MacIntosh admits that staff cuts are not the only way to improve York's financial position. "However", he says, "budget deficit is a good enough cause to terminate contracts."

"I am concerned about some faculty members getting ideas that once you're taken on, there is no way you can be let go", he adds.

"Formula financing system creates direct relationships between enrolment and financing", and according to MacIntosh, the financial difficulties plaguing York are the result of levelling off in enrolment instead of a forecast increase of 11% last year. Therefore, the funding system needs amending, but not fundamental change. "If we move away from a formula to some sort of arbitrary grant system, you're right back to the way Duplessis ran the universities in Québec", he says. "The government should not say — York this much, Carleton this much, just because the government has said so."

Yolton ogrees that lower enrolment figures are the basis for York's financial misfortunes. He says that in order to offset economic imbalance, steps will have to be taken which will affect existing academic progroms. "Arts", he says, "will be most heavily hit, with cutbacks on visiting lecturers and support staff." He does not foresee any faculty cuts in the near future, and is happy to see the Faculty Association actively involved in the discussions.

"The crisis was good for York in a way. It developed a community spirit, a sense of 'pulling together' to overcome financial difficulties."

York's financial future is the subject of long and involved discussions. Horn feels that the government can afford to treat the universities generously because the universities are spending less than what was budgeted for. "The Government has a moral obligation to provide the means to improve the financial situation", he says. Yolton also feels that the government should take on the responsibility to provide financial assistance to York, and says that contacts to that effect have been made. "The government will try to see what can be done — it has not said no to direct subsidies." But he thinks that for the present at least, York cannot think in terms of expansion. "We don't have to grow in size to be viable", he says.

Horn however, feels that York has grown too big, and consequently has suffered in the process. "Ostensibly York University is not as efficiently organized as it might be. It is not a fault of any individual, the University just grew and grew. It is the quintessential university of expansion in the 60's."

MacIntosh does not see more expansion in the near future, but he admits that there is a need in the next year or two to work out machinery for joint consultation between the president and the Board of Governors so that "we have a continuing dialogue about our priorities. If we had had such machinery some years ago, we would have been able to face the financial crisis thot hit us now."

The Ontario government, long blomed in some quarters for neglecting to project for levelling off in enrolment when it introduced the formula granting system, has decided to amend the existing gronting structures by introducing a variation within the system which will be known as a "slip year" system.

In a news release doted March 2, the Ontario Minister of Universities and Colleges Jack McNie proposed that, beginning with the 1973-74 fiscol year, formula grants will be based on actual student enrolment of the previous yeor in each institution, rather than being based on current enrolment as at present.

The minister went on to soy that "certain adjustments will be made in operating grants during this transitional year to accommodate the special circumstances of those institutions whose enrolment is still expanding".

He pointed out that several Ontario institutions suffered a decreose in enrolment in 1972-73. As a result, "the introduction of this 'slip year' system would penalize them in two successive years with a low operating grant. To assist these institutions, principally church-affiliated colleges, Algoma College, Lakehead University and University of Windsor, they will receive, in the current year, special supplementory grants based upon their higher enrolment in 1971-72", he added.

UNIVERSITY OF CALGARY
FACULTY OF ARTS & SCIENCE
DEPARTMENT OF ENGLISH

The Department of English anticipates vacancies from July 1, 1973, at the assistant professorship level. Candidates are expected to have completed a Ph.D. or its equivalent before that time, and preferably to have teaching experience.

The Deportment especially needs teachers qualified in the areas of children's literature and composition. There may also be vacancies in other areas, including modern British literature, American literature, the history of the language and Shakespeare.

CURRENT SALARY SCALES :

Assistant professor :	$11,220	—	$14,975
Associate professor :	$15,030	—	$20,205
Professor :	$20,225	—	

Applications, complete with **curriculum vitae** and list of referees, should be submitted to :

Dr. A. G. Petti,
Head, Department of English,
The University of Calgary,
2920 - 24th Avenue, N.W.,
Calgary, Alberta, Canada T2N 1N4

SOCIOLOGY
(University of Western Ontario)

Applications are invited for possible positions at all levels. Ph.D. required. All specialties will be considered.

Salary according to experience. Apply to the Chairman, Recruitment Committee, Department of Sociology, The University of Western Ontario, London N6G 1G7 Ontario. Applications received until April 1, 1973.

Use of strikes is perhaps the most contentious issue among faculty. Section 4 contained four statements relating to this issue. "Once academics accept collective bargaining, they assume by implication the right to make use of sanctions should negotiations break down;" 67% agreed, 22% disagreed. School teachers have claimed the right to strike and university teachers should have the same right; 54% agreed, 36% disagreed. A third statement : "The concept of the right to strike is so alien to academic life that the right simply should not be claimed;" 37.8% agreed, 50.5% disagreed, 11.7% couldn't say. A final statement suggested that although academics may not favour strike action, they need the right to ensure meaningful negotiations; 57% agreed, 33% disagreed.

A fifth section dealt with the "share authority" approach, which found little sympathy among faculty. 25% accept it, 65% reject it. Respondents in fact considered that the Board and faculty are in an employer-employee relationship (67% agree, 20% disagree), and don't expect students to identify with the economic interests of faculty (65% agreed, 12% disagreed).

A sixth section offered alternative statements concerning binding arbitration. These concern more complex approaches to conflict resolution between bargaining partners; as a result we find opinions less clear and consistent. The first statement suggested that compulsory arbitration is the most sensible approach to settling economic disputes (to avoid the use of sanctions); 43% agreed, 34% disagreed. A second statement suggested that compulsory arbitration was impractical because universities depend on public funds; 22% agreed, 56% disagreed. Final position arbitration (or forced choice arbitration) was thought to be the most rational system by 43% of the respondents but 23% disagreed; 35% were not sure.

A last section dealt with miscellaneous issues, only one of which showed a clear expression of opinion :78% of the respondents want to see faculty associations recognised in provincial legislation (11% disagreed). This represents a complete reversal of attitudes compared to only two or three years ago, reflecting the increasing belief that associations need some statutory recognition as representatives of staff interests in order to make progress on bargaining with their Board of Governors over economic benefits and other contract matters such as tenure, sabbaticals and procedures.

A few conclusions can be safely drawn from these results :

■ Faculty are quite dissatisfied with the current method of determining economic benefits, in which the Board listens to representations from the faculty association, but then determines salaries unilaterally : no bargaining, no signed agreement, and the rules of the game are determined by the Board alone. Almost 90% reject this system.

■ Faculty are less unanimous about where they want to go from the present system, but some form of collective bargaining with the faculty association acting as the agent and representative of staff interests appears to meet the approval of 60 to 70% of faculty, while about 10 to 25% have some objections, varying with the issue. Faculty apparently want to try first voluntary recognition as the staff bargaining agent by the Board if serious improvement can be made in Board-Association relations (equality of bargaining parties, written and binding agreements). But faculty don't want to rely solely on voluntary recognition by the Board : they want to get statutory recognition simultaneously in any case. If these solutions don't appear to work faculty are then apparently also prepared to go further, even to the point of seeking certification under the Alberta Labour Act, (supported by almost 60%).

■ Once collective bargaining is accepted two thirds of faculty also support claiming the right to use sanctions. Some 57% think we even need the right to strike to make negotiations meaningful and just half the staff reject the notion that strike is something alien to academic life. Quite clearly, there is no enthusiasm for striking here, but we find a quite surprising readiness to think about it if all reasonable alternatives should prove unsuccessful.

■ Cross-tabulations show that some groups are less enthusiastic in supporting these changes : Engineering, the medical school, and administrators. There is some differentiation by academic rank, but not as much as could have been expected : full Professors are less in agreement with possible changes than other ranks, but on most questions there are still more full Professors in favour than opposed. Take the issue of seeking certification under the Alberta Labour Act. *(See Table 1.)*

Table 1 :

Academic staff should have a bargaining agent certified under the Alberta Labour Act.

	Professors	Associate Professors	Assistant Professors	Non-Teaching Lecturers	
	%	%	%	%	%
Agree	42.5	66.0	64.0	55.6	63.4
Neutral	17.5	17.6	14.0	22.2	17.1
Disagree	40.0	16.4	22.0	22.0	19.5
TOTAL	100.0	100.0	100.0	100.0	100.0
(N)	(80)	(159)	(100)	(18)	(41)

The only area in which there are relatively more full Professors opposed to change than in favour is the question of strike : 37.5% of full Professors support the claim for the right to strike, 48.8% oppose it; 50.6% of full Professors think the right to strike is alien to academic life, 41.8% don't think it is; 39.5% full Professors think we need the right to strike to ensure meaningful negotiations, 51.9% disagree. Yet full Professors are not opposed to "sanctions". The earlier question showed that 57.7% agree (with only 33.3% disagreeing), that once we accept collective bargaining we assume implicitly the right to make use of sanctions should negotiations break down. Thus we can say that with the exception of the use of the strike weapon even full Professors are in favour of changing the present system to a more meaningful collective bargaining situation.

KARL FRIEDMANN teaches political science at the University of Calgary and is a member of C.A.U.T. Board of Directors.

A Perspective on the "Crisis" in Post-Secondary Education*

ERROL BLACK

L'enseignement post-secondaire est entré dans une période de crise, et cela dérange bien des gens. Après l'essor des années 60, la situation s'est détériorée rapidement, pour atteindre un niveau critique dans les années 70. Cette chute a déclenché toute une série d'enquêtes — il y a eu la Commission de l'enseignement post-secondaire au Manitoba, l'étude Peitchinis menée pour le compte du Conseil des ministres de l'éducation, et l'étude du Conseil albertain de recherche sur les ressources humaines, pour ne citer que quelques exemples — ayant pour objet de déterminer ce qui a fait défaut dans l'enseignement post-secondaire, et ce qu'il convient de faire pour redresser la situation.

Dans l'article qui suit, le professeur Black remonte aux antécédents de la « crise » actuelle et démontre que sa solution, indépendamment des constatations et des recommandations des diverses enquêtes, réside implicitement dans sa nature même.

It is no exaggeration to state that one of the more prominent features of the 1960's was the "boom" experienced in post-secondary education. An inherent characteristic of "booms" is that they are inevitably followed by "busts". This one was no exception. Toward the end of the 1960's, public concern with respect to escalating costs and the rising incidence of unemployment and underemployment amongst graduates of post-secondary institutions, alarmed Federal and Provincial governments. The disturbing trends in expenditures and employment pointed to the need for a re-examination of the basic assumptions on which the expansion in post-secondary education had been predicated. Thus, in the last three to four years, there has been a proliferation of enquiries — Commission of Post-Secondary Education in Ontario, the Task Force on Post-Secondary Education in Manitoba, the Peitchinis Study for the Council of Ministers of Education and the study for the Alberta Human Resources Research Council, to mention a few — intended both to determine what went wrong and what needs to be done to set things right in post-secondary education.

This note has two purposes. The first is to identify the antecedents of the present "crisis" in post-secondary education. And the second is to demonstrate that, whatever the findings and recommendations in the reports from the various enquiries, the solution to the crisis is implicit in its character. [1]

Knowledge or More Tangible Rewards ?

Traditionally, the university in Canada was acknowledged as the centre of post-secondary of "higher" education. Its role was a cultural one, namely, to preserve and enhance society's "stock" of knowledge. This intergenerational transfer and accumulation of knowledge was achieved by bringing students and scholars together in an environment appropriate to independent inquiry. In short, it can be said that the primary function of the university was to provide a medium for the intellectual process. This was not, however, the only function it performed. It was also responsible for the preparation of individuals for entry into the "professions" and for positions of leadership.

Historically, the number of individuals involved in the activities of the university was a relatively small proportion of the total relevant population. Of those who participated as students, some were attracted by the intrinsic

* I have benefitted in the preparation of this article from an exchange with the editor of the *C.A.U.T. Bulletin*, Mr. Israel Cinman.

1 The Economic Council of Canada has devoted sections of its last three reviews — sixth, seventh and eighth — to a discussion of trends in post-secondary education; and has commissioned a number of studies to look at specific issues and problems pertaining to university and community college secondary education. These reviews and studies contain much data pertaining to the "crisis".

value in the pursuit of knowledge for its own sake; others were motivated by the pressures of "class" obligations and by the prospects of more tangible rewards — income, privilege, prestige and power.

The university's financial requirements were largely satisfied through the collection of fees from students and by grants or bequests from private organizations and individuals. Often, the principal beneficiaries of the university and its activities were or became its principal benefactors. Contributions from the public sector originated with provincial and municipal governments, and, with the exception of the four western provinces, tended to be relatively modest. [2]

Two aspects of the university's role established it as an elitist institution. First, the concept of an intellectual elite was subsumed in its role as the guardian of society's stock of knowledge. And second, its subsidiary functions were the instrument for the reproduction of a social and economic elite. The university fully acknowledged its elitist status; indeed its elitist character was perceived as one of its principal virtues.

The environment which nurtured the elitist university began to change in the late 1950's and early 1960's. The major problems confronting the two senior levels of government at this time were technological unemployment, economic stagnation and the accumulation of pressures in support of egalitarian policies. Contemporary economists offered a solution to these problems. The results of their research revealed that : first, the demand for labour would increase most rapidly in occupations requiring university and/or advanced technical education; second, education was a major source of economic growth; and third, social benefits from university and technical education exceeded private benefits. [3] The implications were clear : increased public expenditures on post-secondary education would contribute much to the solution of society's problems.

Federal and provincial governments responded to this prospect by introducing policies and programs that would produce a drastic transformation in post-secondary education. The surge of governmental interest in post-secondary education had its initial impact on the university. Substantial public investments were made both to expand existing universities and to create new universities. And other policies and programs were introduced simultaneously to encourage and accommodate rapid growth in enrollments.

The subsequent expansion in universities which occurred as a result of these actions by governments contained a number of inherent contradictions. First, the decision to commit massive resources to university education was based on economic considerations, in particular, the conviction that the mass production of educated manpower was the key to economic growth. Traditionally, vocation training was peripheral to the university's principal role as a finishing school for individuals destined for the elite. The *quid pro quo* implicit in the commitment of public resources was the elevation of vocational training to a pre-eminent position in the activities of the university. The university acquiesced in the wishes of its new masters. The conversion was not, however, complete. The university appeared to accept goals appropriate to education of the masses. In reality, it simply accepted the masses and retained the methods appropriate to the education of an elite. Thus, the university found itself in the paradoxical position of inculcating prospective workers with elistist attitudes and aspirations.

Second, individuals who enrolled in universities as a result of liberalized entrance requirements and assistance programs, did so with the expectation that graduation and access to the "good life" were synonymous. The university experience reinforced this expectation. Individuals who enrolled in universities in the initial years of expansion found jobs upon graduation, many of them, relatively "good" jobs. Unfortunately, the labour market, which is structured in accordance with the principles of a pyramid, is limited in its capacity to absorb graduates into relatively "good" jobs. Emergence of an excess demand for such jobs was, therefore, inevitable; and increasing numbers of graduates were relegated to lower-level positions in the job hierarchy.

And third, the traditional basis for the internal organization of the university was the concept of a "community of scholars". This concept was operationally sound so long as budgets and enrollments exhibited slow growth, and the number of disciplines and courses remained relatively stable. Important decisions with respect to university activities originated with faculty and were implemented by responsive administrators — who were, in most cases, ensconced in administrative positions after distinguished careers as teachers and/or scholars. This community of scholars embraced students in principle, but not in practice. Students were treated and behaved like apprentices. The rapid and significant growth in budgets and enrollments, the fragmentation of disciplines and the proliferation of new courses which characterized the 1960's, however, produced conditions which undermined the "community". Increasing complexities of management combined with the diminishing perspectives of faculty members — inherent in the tendencies toward greater specialization of function — provided both the rationale and the opportunity for bureaucratic control. The resulting cleavage between management and teaching functions altered the nature of social relationships in the university. The "new" university bore a striking resemblance to the industrial plant. University administrators began to look to and emulate their counterparts in industry : students became consumers, courses became products, and teachers became workers. Teachers responded to the changing environment by reviving and strengthening their associations, adopting in the process, the concerns, attitudes and tactics of workers in trade unions. Students, too, were affected by the changes. The depersonalization which accompanied growth destroyed the foundations of the master-apprentice relationship. The alternative to alienation proved to be organization. Student councils were replaced by student unions; and social activities were subordinated to political activities. [4]

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2 This pattern began to change in the immediate post-Second World War period with provincial governments assuming a relatively larger portion of the financial "burden". The contribution of the public sector was potentially increased further in 1951 when the federal government introduced a program providing tangible support to university education. Despite these changes, fees, investment income, and contributions from private sources combined, continued to be a major source of funds for universities, providing approximately 46 percent of total university revenues as recently as 1959-60. (See : various publications of the Dominion Bureau of Statistics [now Statistics Canada] for information pertaining to trends in University finances).

3 See for example, Parnes, H. S. *Forecasting Educational Needs for Economic and Social Development,* O.E.C.D., Paris, 1962. Becker G. S., "Underinvestment in College Education ?" *American Economic Review,* May, 1960, pp. 346-54; and Denison, E. F., *The Sources of Economic Growth in the United States and the Alternative Before Us.,* Committee for Economic Development, (C.E.D.), Supplementary Paper No. 13, New York, C.E.D., 1962

4 See Samuel Bowles, "Contradictions in Higher Education in the United States" in Richard C. Edwards, Michael Reich and Thomas E. Weisskopf (eds.) *The Capitalist System,* New Jersey, Prentice-Hall, Inc. 1972

Alternative to University Education

The more immediate and obvious manifestations of these contradictions were the upheavals in universities, some of which were extremely turbulent; and the fiscal discomfort of provincial and federal governments at the rapid rate of increase in operating expenditures relative to the rate of increase in enrolments. These trends — campus unrest, and the absence of appreciable economies of scale in university education — were sufficient to convince governments that additional post-secondary options had to be created to take some of the pressure off universities and to provide fiscal breathing room.

An expansion in the offering of two year courses in existing technical-vocational schools appeared to offer a partial solution to this problem. The courses offered in the technical-vocational schools had a specific occupational orientation; course brochures emphasized that the training was designed to equip individuals for employment at the technician level, that is, at a level between the professional and the tradesman. In addition, most of these courses were tied to branches of engineering — civil, electronic, electrical, etc.

The increase in resources received by these institutions encouraged course diversification. This diversification centered initially on the addition of technology courses, most of which were simply a vertical projection of existing "trade" courses. The quest for new courses, however, ultimately resulted in the introduction of courses requiring as a part of their content exposure to the social sciences and/or the humanities — "applied arts" courses. Technical-vocational centres were evolving into multi-purpose institutions. This trend was confirmed with the elevation of existing technical-vocational centres to community college status in some provinces, and the construction of new community colleges in other provinces. There is some variation in the character of community colleges between provinces but, in general, the basic objective is the same : to provide an alternative to university education. In contrast to the university, the relationship between the objectives and *modus operandi* of the community college are mutually consistent. Individuals enrolling in post-secondary courses in community colleges do so on the understanding that they are destined for a particular niche in the job structure. The atmosphere of the community college is admirably suited to reinforce this expectation and to inculcate the values and attitudes appropriate to this niche. This atmosphere is one of discipline and regimentation — hence their characterization as "high schools with ash trays."

A further result of the contradiction in university education appeared with the advent in 1967-68 of a government-induced slow-down in the economy, aggravated by demographic changes and the discovery by employers that university graduates were difficult to absorb both because of their lack of specific training and their unrealistic aspirations. University graduates found it more and more difficult to obtain jobs; not just relatively "good" jobs, but any jobs. Individuals with general degrees — arts and science — received cool receptions from both corporations and governments. Individuals with specific degrees — education, social services and the like — also entered buyer's markets. The options available to students in these circumstances were determined largely by their past academic performance. Students with a superior history of achievement could progress to graduate or professional schools; students with a mediocre history of achievement were forced to compete for "menial" jobs with individuals entering the labour market directly from secondary schools.

The impact of the deteriorating labour market status of university graduates was perceived by individuals in secondary schools : if a university education did not lead to a "decent" job then the appropriate course of action upon graduation was either to enroll in a community college or to seek employment directly. Inevitably, the rate of increase in enrollments went up in community colleges and down in universities — indeed, many universities experienced an absolute decrease in enrollments in the 1971-72 academic year, and again in the current academic year. Changes in patterns of enrollments produce pressures for changes in the allocation of resources. Community college budgets were, therefore, increased relative to university budgets. [5]

Right Things, Wrong Reasons

These recent shifts in the pattern of enrollments and the allocation of resources will aggravate some of the existing problems and create new ones. One of the immediate consequences of the reduction in university budgets is that university administrators have been put on the defensive. Since grants to universities are based in part on enrollments, attempts will be made to compensate for the reduction in government grants by raising enrollments. Entrance requirements will be relaxed, and more flexibility introduced in course selection procedures under the guise

5 There is some evidence for the current academic year which indicates that the rate of increase in enrollment in Community Colleges fell short of the projected increase. Moreover, data published by Canada Manpower in its most recent reports on the employment outlook for university and community college graduates suggest that the demand for individuals from the latter group is softening. Thus it is probable that in the next two or three years community college enrollment may exhibit the same behaviour as university enrollment is exhibiting at the present time.

of increasing accessibility to higher education — one of those tragic cases in which the right things get done for the wrong reasons. Contributions of individual departments to the welfare of the university will be measured in terms of their capacity to produce revenue. This will create pressures on departments to make their courses more "relevant", or, in other words, more attractive. Other, more drastic responses might include : raising tuition fees on the assumption that demand is inelastic, or lowering them, on the opposite assumption; reducing and "sweating" support staffs; and reducing faculty benefits through the imposition of increased work loads, denial of study leaves, etc.

The reduction in the rate of increase in university budgets, will also result in a curtailment of employment opportunities for individuals holding degrees at the graduate level. Unemployed and/or underemployed Ph.D.'s are unlikely to accept their plight as graciously as do the unskilled and the ill-educated, and could become something of an irritation to governments. Universities might attempt to exploit favourable market conditions both to upgrade faculties and to increase the proportions of Canadians. Attempts to upgrade faculties, combined with efforts to reduce benefits, would not, of course, be received with much enthusiasm by present faculty members. The glut of graduate-degree holders and the attendant problems could be a shortrun phenomenon, however, because of self-correcting tendencies already set in motion : some individuals who would have progressed to graduate schools will be deterred from doing so by the unfortunate labour-market experiences of graduate-degree holders; a relative decline in applicants for graduate studies combined with concern for the employment problems of graduate students will result in the imposition of constraints on budgets for graduate studies; and departments — motivated by the same instinct for self-preservation as is found in "professional" disciplines such as engineering, law and medicine — will apply more stringent criteria in the screening of applicants for graduate studies.

Community colleges are in much the same position now as the universities were in the 1960's. Currently favoured by governments, these institutions are probably more disposed to commit excesses and more susceptible to disruptions than were the universities in similar circumstances. Excesses are likely because of the repressive and expansionist attitudes of responsible bureaucrats and the dominant influence exerted by the business community. The major excesses are likely to be, on the one hand, neglect of the aspirations of people from low-income and "disadvantaged" groups, and on the other hand, the proliferation of vocational courses tailored to meet the specifications of the business community and extension courses to provide diversions for the "bored" middle classes. Conflict and upheavals are inherent in the existing split between career-motivated and reform-motivated staff, the factory atmosphere in most colleges and their "rigid, authoritarian, top-down hierarchical" internal organization. (In some provinces the reluctance of governments to relinquish control over the activities of these institutions is a further complicating factor.) [6]

Education's Role

The antecedents of the present crisis in post-secondary education are the developments in the 1960's which have been summarized, perhaps superficially, in preceding sections. The question to be answered in this section is : how will the two senior levels of government, the universities and the community colleges, respond to the present crisis ? To answer this question it is necessary to identify the role which education plays in relation to other institutions in our society.

In what follows it will be useful to differentiate between "basic" and "derivative" institutions. Basic institutions are those institutions which, in combination, determine the nature of social relations in our society. Derivative institutions, in contrast, are those institutions which are subordinate to and supportive of basic institutions. It has been suggested by some social scientists that the character of our society originates in five interrelated and mutually reinforcing institutions : "the market in labour, . . .; control of the work process by those who own and control capital, . . .; the legal relations of ownership, by which income distribution is determined through payment to owners for the use of their productive factors, . . .; the system of personality traits characteristic of and functional to [society] . . .; and the ideology which abstracts and organizes "reality in such a way as to justify and facilitate the operations of the other institutions"." [7] All other institutions are derivative, their role and character determined and shaped by the requirements of basic institutions.

It is clear that education in general, and post-secondary education in particular is a derivative institution — "hand maiden" to the economy. In the case of university education, its traditional role is to generate knowledge, much of which is converted to or becomes embodied in private property, to produce a leadership for other institutions and to refine and inculcate acceptable ideology. [8] More recently, an expansion in university education was the initial response to the economy's requirements for significant increases in the supply of persons with improved organizational skills and basic education. When it became apparent that the techniques employed in the universities were ill-suited for preparing people for middle level echelons in job hierarchies, it was necessary for governments to improvise. Hence the emergence and rapid growth in community college education in the latter part of the 1960's.

The factors responsible for the growth in post-secondary education in the late 1950's and 1960's have changed dramatically in recent years. On the one hand, the labour market is now glutted with the highly-skilled and highly-educated manpower produced by universities and community colleges; and this glut is expected to persist until at least the end of the 1970's. [9] On the other hand, there is evidence of a strong demand for individuals with job-specific training in the secondary sector and individuals to man "menial" positions in the expanding service sector. This shift in manpower requirements has resulted in a sharp reduction in the rate of increase in

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6 See Max von Zur-Muehlen, *Development of Community Colleges in Canada*, Staff Study #34 of the Economic Council, for detailed description of the characteristics of community colleges in various provinces. The best analysis of the role of community colleges which I have encountered is contained in a position paper on community colleges prepared for the 1970 Manitoba New Democratic Party Convention.

7 R. C. Edwards, Arthur MacEwan and the Staff of Social Sciences 125, "A Radical Approach to Economics : Basis for a New Curriculum" in *American Economic Review*, May, 1970, p. 353.

8 The experience of the Hungarian-born Marxist professor who has been seeking landed immigrant status in Canada is instructive in this respect.

9 Eli Ginzberg, "The Outlook for Educated Manpower" in *The Public Interest*, No. 26, Winter, 1972.

enrollments in general programs offered in the universities and a corresponding rise in the rate of increase in enrollments in community colleges. At the same time both the federal and provincial governments have become extremely concerned about the rising costs of post-secondary education — and the relative growth in size of the overall public sector.

There is a widely held belief in our society that governments have some choice in determining how they will respond to pressures produced by changing economic conditions. This is a myth. There may be some choice with respect to details but the basic response is determined by the character of the changes occurring in the economy. The present crisis in post-secondary education is no exception; current economic conditions demand the imposition of severe restraints on the relative and absolute growth of both enrollments and expenditures in post-secondary education.

Once again economists have appeared on the scene — like rainbows — with "hard" data which reveal that we have over-invested in post-secondary education with the result that the rate of return has fallen relative to the rate of return on training-in-industry and other forms of specific job training; that university education is regressive; and that the relative growth in post-secondary education and the public sector generally is responsible for persistent inflationary pressures; and so on. In short, economists are hard at work constructing a rationale — couched in appropriately liberal terms — for the measures that the government has no choice but to implement.

Therefore, we may expect the introduction of measures which will bring about further declines in enrollment in universities, a redefinition of the roles of both universities and community colleges and more direct intervention from provincial governments in decision-making processes in universities. The end result of these measures will be the return of the university to an "elitist" role — albeit with much more emphasis on the development of business acumen and bureaucratic finesse than hithertoo — and the confirmation of the community college as a manpower factory.

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correspondence
correspondance

Too Many Americans . . .

Sir :

I have not read the 'Moir Report', but if M. E. McKissock gives a faithful account *(Bulletin, October 1972)*, then the commissioners have missed the point of the Canadianization debate.

Throughout the article only the categories 'Canadian' and 'non-Canadian' are mentioned, which suggests that somebody, somewhere, is arguing that our universities and our scholarly interests are too international. In fact, of course, many of us are arguing that they are neither Canadian nor international enough. To put it bluntly, there are too many Americans in our universities, both as professors and as graduate students.

The commissioners correctly identify the forces that led to our two decades of expansion, but they apparently do not inquire into the reasons why we expanded the way we did. They also rather over-do the gratitude we should feel to the immigrant scholars. By coming to Canada, after all, foreign-born professors didn't dedicate themselves to poverty, chastity, and the uplift of the heathen; they took good, well-paid jobs and got quicker advancement than they would have got at home. We made a fair bargain with these people as individuals, and although I believe that we were wrong to do it with so many from the United States, I agree with the commissioners that we should not now renege. This does not, however, mean that we should continue to make the same mistakes.

The committee's recommendations as reported by McKissock would do nothing to change the situation even if anybody were to pay any attention to them — which seems unlikely, since they have no teeth. They explicitly reject the idea of quotas on non-Canadian staff, and allow preference for Canadians only when the qualifications of applicants are so nearly equal that no other criterion applies. Such recommendations totally ignore the vast difference in population size between Canada and the U.S.A. and the fact that U.S. universities have been overproducing Ph.D.'s for some time. As I have said elsewhere, it's a bit like letting the Maple Leafs play the local pee-wee team and saying that all tie games go to the little guys. For a concrete example, take the job in Anthropology that was advertised by the University of Toronto last year. There were sixty-odd applicants, of whom four were Canadian and the rest American. By my reckoning that's odds of fifteen to one against the home team. An American got the job, by the way.

They grudgingly allow some unspecified kind of preference for Canadian applicants to graduate schools, thus pointing up another embarrassing aspect of our period of expansion. We not only filled our faculties with American academics, we allowed *them* to fill our graduate programmes with American students. Most universities still have no regulations about this, and as things tighten up in the United States, more and more young Americans look north. At the largest Anthropology department in Canada, applications from the U.S.A. make up about 80% of the total, yet last year the faculty of that department voted down several proposals that would have given preference to Canadian applicants. In another large Anthropology-Sociology department 55% of the graduate students are American citizens, and that doesn't count a few who have qualified for Canadian citizenship while studying there.

The big question in the Canadianization debate is not "are we to be international or parochial?" but rather "are we going to have a national university system or be part of a continental one?" McKissock's report indicates that the Alberta commissioners did not address themselves to this question, but in avoiding it they have come down on the side of continentalism.

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MÉMOIRE ADRESSÉ AU PREMIER MINISTRE DU QUÉBEC

At the C.A.U.T. Council meeting in the spring of 1970, the delegates decided to create the Curriculum, Research and Education Committee. One of the charges of this committee was to consider problems in the field of Canadian publishing. Since that time the Committee has developed a position on the role of government support for book publishing which is detailed in this brief to the Quebec government. The Committee has made representations to the federal government (see C.A.U.T. Bulletin, *Summer, 1971) and has appeared several times before the Royal Commission on Book publishing in Ontario where it has urged policies similar to those in this brief.*

The Chairman of the Committee is Professor Serge Losique of the Conservatoire d'Art Cinématographique at Sir George Williams University. The current members are professors Hugh MacLennan (McGill), Michael Cross (Toronto), Pierre Couillard (Montréal), and Chris Knapper (Regina).

L'Association canadienne des professeurs d'université s'est penchée depuis quelque temps, par l'intermédiaire de son comité du curriculum, des recherches et de l'éducation, sur le problème posé par le maintien et la survivance au Québec et dans le reste du Canada, d'une industrie de l'édition vraiment canadienne. Nous nous intéressons à cette question parce que nous représentons à la fois les auteurs et une partie importante des lecteurs, en particulier dans le cas des livres destinés aux universités et que nous souhaitons que ces livres reflètent, dans la mesure du possible, la réalité canadienne. Nous considérons qu'une industrie canadienne de l'édition est essentielle pour la conservation de notre identité. Ceci est l'une des raisons pour lesquelles nous vous adressons ce mémoire.

Une autre raison est la construction que le problème du contrôle des industries de l'édition et de la vente des livres fait actuellement l'objet de discussions sérieuses au Québec et dans le reste du Canada. C'est pourquoi nous désirons vous exposer notre point-de-vue de façon à ce que vous connaissiez notre position en général, plutôt que notre réaction au sujet de crises particulières. Nous croyons que les principaux gouvernements provinciaux au Canada ont la responsabilité de veiller à ce qu'une industrie de l'édition vraiment canadienne ne disparaisse pas. Ceci est d'autant plus important que le Gouvernement fédéral, d'après ce qui ressort de ses dernières directives à ce sujet, ne désire accorder qu'une assistance marginale à cette industrie et n'a pas l'intention d'éliminer ou de diminuer les droits des firmes étrangères dans ce domaine.

Nous recommandons tout particulièrement la création d'une corporation de développement du livre. A ce sujet, nous nous permettons de faire les suggestions suivantes :

1. Nous recommandons que le Gouvernement du Québec crée une Corporation qui serait l'organisme chargé de l'aide à l'édition. Nous croyons qu'un organisme distinct est nécessaire à cause de l'importance de l'industrie du livre et de son caractère particulier.

2. Nous recommandons la création d'un Conseil d'administration, dont certains membres seraient nommés par le gouvernement et les autres, par des organismes tels que le Conseil supérieur du livre. Nous sommes conscients du fait que pour la composition de ce Conseil, on devra tenir compte de la clause suivante contenue dans la section 5 de la Loi sur la Corporation de développement du film, à savoir:

> « Aucune personne ne pourra être nommée membre ou occuper un poste dans la Corporation si, directement ou indirectement, à titre individuel ou comme actionnaire, partenaire ou autre, il y possède des intérêts d'ordre pécunier . . . »

Nous concevons le Conseil d'administration comme devant être le gardien de l'intérêt public en ce sens qu'il serait responsable de l'élaboration des directives générales régissant les fonctionnements de la Corporation et de la rédaction de rapports destinés au Gouvernement. Cependant nous ne croyons pas que le Conseil devrait s'occuper de l'administration de la Corporation dans le détail.

3. Nous recommandons la création d'un poste de directeur exécutif responsable du fonctionnement immédiat de la Corporation et qui assisterait aux réunions du Conseil sans cependant avoir droit de vote.

4. Nous recommandons que le Conseil ait l'autorité et l'obligation de constituer un comité consultatif, pour l'assister dans son travail. Ce comité s'occuperait de toutes les recommandations en vue de prêts ou de subventions. Nous croyons que l'industrie de l'édition devrait y être représentée adéquatement de même que l'industrie de vente du livre, les universités, les commissions scolaires et aussi le grand public. Dans le cas où un membre aurait

des intérêts d'ordre pécunier dans un projet particulier, il ne pourrait assister aux discussions du Comité. La raison pour laquelle nous suggérons cette structure double est que le comité consultatif permet à l'industrie d'être représentée directement, ce que nous considérons essentiel alors que le Conseil d'administration représente les intérêts publics et pare à toute action combinée de la part des éditeurs.

5. Nous recommandons que la Corporation ait le pouvoir d'aider l'industrie de l'édition des façons suivantes:

a) crédits — Ce type d'aide est celui que réclament le plus les éditeurs. En effet, ces crédits leurs permettraient de résoudre un problème important et inévitable dans ce domaine, celui des argents immobilisés en stocks.

b) aide dans le domaine de l'informatique sous forme d'un service centralisé, pourvu d'un ordinateur pour les besoins de commandes et d'inventaires. Un tel service doit d'abord être désiré par les éditeurs mais devrait constituer l'une des possibilités offertes à la Corporation.

c) prêts et subventions de développement — Nous recommandons que la Corporation ait la possibilité d'offrir des prêts ou des subventions de développement aux compagnies qui désirent s'engager dans de nouvelles voies en particulier lorsque ces voies sont entièrement ou en grande partie dominées par des intérêts étrangers. Ceci est le cas par exemple de la production dans le domaine des multi-média.

d) l'initiative, si cela est nécessaire, de la publication, de la traduction ou de l'adaptation de travaux qui peuvent être utiles au point-de-vue culturel ou éducatif au Québec, à n'importe quel niveau et dans l'une ou l'autre langue.

6. Critères

Nous croyons que le gouvernement doit établir des critères pour la distribution de l'aide. Une telle politique est déjà acceptée dans beaucoup d'organismes connexes comme le Conseil des Arts par exemple. Nous sommes conscients du fait que cette méthode rend vulnérable aux accusations de partialité et de censure gouvernementale, mais nous croyons que dans l'ensemble, le Conseil des Arts, par exemple, a réussi à fonctionner sans souffrir outre mesure de ce désavantage et nous espérons que la structure que nous avons proposée offrira à la Corporation un maximum d'indépendance tout en servant au mieux les intérêts du public.

a) *Critères pour l'attribution de crédits et de subventions de développement*

i. Nous recommandons que les crédits soient accordés uniquement aux compagnies québécoises. Si les crédits étaient disponibles à n'importe quelle compagnie, cela serait de nature à encourager le système actuel de main-mise. La définition d'une compagnie québécoise devrait être conforme à celle énoncée dans le décret ministériel numéro 1564 daté du 27 avril et publié dans la Gazette de Québec du 15 mai 1971.

ii. Le second critère dans l'attribution de crédits devrait être un certain intérêt dans la vie culturelle du Québec ainsi que pour les publications artistiques ou scientifiques de calibre international. La Corporation devra élaborer un système d'évaluation comparable à celui du Conseil des Arts pour pouvoir porter des jugements équitables. Ce critère est celui qui posera les problèmes les plus délicats mais il reste essentiel si le gouvernement ne veut pas subventionner une industrie pornographique importante. D'autre part, étant donné que les éditeurs seront jugés d'après leur liste complète, il n'y aura pas de risque de pénaliser un livre ou un auteur en particulier.

iii. Le troisième critère devrait être la rentabilité et la bonne administration. Nous concevons les crédits comme étant un mécanisme destiné à permettre aux compagnies canadiennes d'être plus prospères. Nous ne recommandons donc pas d'aider les compagnies qui, à cause d'une mauvaise administration des affaires, sont vouées à une faillite certaine. Nous croyons qu'il serait bon d'aider de la même façon les maisons d'édition sans buts lucratifs à condition qu'elles soient bien administrées et que tous les profits soient ré-investis dans la compagnie et non pas utilisés pour subventionner d'autres activités comme ce peut être le cas pour les universités ou les maisons d'édition ecclésiastiques.

iv. L'une des conditions pour l'obtention d'une aide financière devrait être l'assurance de la part des éditeurs qu'une firme ne sera pas vendue à des intérêts étrangers pendant la durée du prêt sans que la Corporation ne soit consultée. Dans ce cas, la Corporation devrait avoir l'autorité, si elle en a les moyens, d'acheter une part importante de la compagnie, selon le mode de l'offre du Gouvernement de l'Ontario à la compagnie, McClelland and Stewart.

v. Si le Gouvernement est actionnaire dans une compagnie d'édition, nous croyons qu'il est préférable qu'il ne détienne pas la majorité des parts. De plus, nous croyons que les représentants du gouvernement sur le Conseil d'administration d'une maison d'édition ne doivent être ni des fonctionnaires du service civil, ni des membres du Parlement. Ainsi nous désirons assurer le maximum d'indépendance tout en servant au mieux les intérêts du public.

b) *Critères pour l'attribution de subventions directes*

Les subventions directes sont des sommes d'argent disponibles pour la publication de certains livres en particulier. Le but premier de telles subventions est d'encourager la culture québécoise et canadienne mais la Corporation ne doit pas exclure les livres de niveau international qui ne

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GUIDELINE CONCERNING FACULTY WORKLOAD

The C.A.U.T. believes that a realistic assessment of faculty workload must be evolved in terms of the total commitment of the professors to the university and of the role of the university in the field of education. That role includes the teaching of students, the increase of knowledge and the maintenance and reproduction of a critical function within society. Although other levels and kinds of educational institutions are also expected to elicit critical abilities in their students, the burden of producing and reproducing fundamental criticism must fall mainly on the universities as will much of the task of undertaking basic research. The university requires of its faculty a great variety of scheduled and unscheduled activities including teaching and the counselling of students, research and the necessary reflection for this and service on many committees charged with academic planning and administration. It must, therefore, when creating a faculty workload policy devise a system which realistically allows the individual to do what is required of him. Such a policy must take into account not only the scheduled hours of lectures, seminars, and laboratories for students but also all unscheduled university commitments of the professor such as thesis supervision, counselling, and unpaid administration whether as a committee member, departmental chairman or the like. For these reasons C.A.U.T. considers that only a general guideline can be laid down as a norm, and that a faculty workload policy will have to be created on each campus by agreement between the administration and the local faculty association.

The faculty should participate fully in the determination of workload policy; both initially and in all subsequent reappraisals. The faculty association should negotiate the general faculty workload policy with the administration and should attempt to achieve a reasonable degree of equity throughout the university. No faculty association should agree to a faculty workload policy based solely on scheduled teaching hours. It should insist that any policy must incorporate the unscheduled requirements and such variables as those listed below. No faculty association should agree to co-operate with any questionnaire or information-gathering in this area either by the university or by the government unless there has been prior consultation with the association or its provincial body or the C.A.U.T. and until it is certain that the information desired is relevant to the policy and that no invasion of privacy will occur. [1]

Faculty associations should also be aware that workload policy can be determined indirectly or directly by the university budget committee and should, therefore, ensure adequate faculty representation on such budgetary committees as well as faculty association access to such budgetary information. Within general university policy, individual workloads should be determined by the department or other academic unit most familiar with the demands involved. Departmental policy on individual workloads should be determined so as to ensure the accountability to the department as a whole of those responsible for the decisions, and a proper appeal procedure. There should be periodic reappraisal of workload policy, and all members of the faculty, particularly all new members, should be informed formally of their obligations.

Any departmental policy should also take into consideration a number of variables :

[1] The failure of the research on faculty workload in *An Exploratory Cost Analysis of Some Canadian Universities,* Ottawa, 1970, despite the great effort put into it indicates the large amount of time, the cost and the dangers of poorly conceived questionnaires.

(1) the amount of preparation, not just the total hours of teaching per week;

(2) adjustments for the introduction of new courses;

(3) the size of classes, particularly in relation to the number of assistants available;

(4) the amount of marking and assessment, particularly in relation to the number of markers available;

(5) extreme differences in the scope and difficulty of courses;

(6) equivalences between the supervision of laboratory work and lecturing;

(7) the need for fair equivalences for innovative courses, supervised independent study and other new developments in the university. A rigid faculty workload policy could destroy most of these developments;

(8) some recognition of the different commitments required at the MA and PhD level and of the differences in supervising graduate or professional work in the various faculties;

(9) the need under special circumstances to hire professors solely to offer such elementary courses as introductory mathematics or elementary language instruction who are not obligated to undertake research and who may, therefore, be required to have an increased teaching load.

Drastic increases in scheduled teaching hours and larger classes will inevitably lead to curtailment of other activities such as student counselling and the like.[2] They would also lead to the destruction of many new and innovative methods of teaching since these are very frequently labour intensive. The events of the last decade have shown the folly of trying to turn the university into an assembly-line factory processing the maximum number of students in the minimum amount of time, thus helping to create that student alienation which has been at the root of campus unrest in the past decade.

However, the C.A.U.T. recognizes that professors in claiming the rights enunciated in this policy are also agreeing to carry out their duties fairly and conscientiously. The C.A.U.T. has no desire to defend those who neglect their work or otherwise abuse their position. However, it should be noted that the best available statistical studies suggest that, on the average through the year, the typical professor, like other professionals in occupations where the individual has substantial autonomy, works appreciably longer hours than most members of the labour force.[3] The C.A.U.T. regrets that the discussion of faculty workload is frequently carried out in a punitive atmosphere and suggests that the purposes of those interested in accountability can be better served by proper systems of evaluation both of programmes and of individual faculty members than by minutely detailed faculty workload policies.[4] Universities would be better served by putting their energies into establishing such evaluation techniques on the part of students, faculty and administrators than by trying to run the university according to the time-clock. The important question is whether a professor is an effective teacher and an able researcher — not what he was doing at 4:15 p.m. Thursday afternoon. The C.A.U.T. only insists that the university carry out such evaluations in an orderly and decent manner and in accord with the principles of natural justice. To this end it has suggested through its Policy Statement on Academic Appointments and Tenure, its Guidelines on Professional Ethics, and its Guidelines concerning Reductions in Academic Appointments for Budgetary Reasons the means by which universities may retain competent staff, improve qualifications, ensure professional integrity and eliminate the incompetent while guarding its reputation for justice.[5]

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[2] See submission of Carleton University to the Committee on Post-Secondary Education in Ontario.
[3] For example authoritative studies at the Universities of Toronto and California show that faculty work appreciably more than 40 hours a week when their workload is averaged over the entire year.
[4] See Report of the C.A.U.T. Professional Orientation Committee on student evaluation, C.A.U.T. Bulletin, 21-1 (1972).
[5] See *C.A.U.T. Handbook,* pp. 18-26, 49-51, 60-64.

UNIVERSITIES UNDER C.A.U.T. CENSURE

The following university administrations have been censured by the Council of the Canadian Association of University teachers :

Mount Allison University (November 1970)
Simon Fraser University (May 1971)

(Under the third stage of censure imposed on these two universities, the C.A.U.T. warns its members not to accept employment with the censured university. Page 42, C.A.U.T. Handbook.)

Also censured are :

Université du Québec à Montréal (November 1970)

University of Victoria (May 1971)

DIRECTIVES CONCERNANT LA CHARGE DE TRAVAIL CONFIÉE AUX PROFESSEURS

L'ACPU estime que la charge de travail confiée aux professeurs doit, pour être appréciée de façon réaliste, être considérée au regard de l'engagement total du professeur vis-à-vis de l'université et du rôle de l'Université dans le domaine de l'éducation. Ce rôle comprend l'enseignement aux étudiants, l'accroissement de la connaissance et le maintien et le renouvellement d'une fonction critique au sein de la société. Sans doute demande-t-on à des institutions d'enseignement d'autres types et d'autres niveaux de développer l'esprit critique de leurs élèves, mais c'est surtout aux universités qu'il incombe de produire et de renouveler les critiques de base, et de faire de la recherche fondamentale. En conséquence, l'université compte sur ses professeurs pour accomplir une grande variété de travaux inscrits ou non au programme, travaux qui comprennent l'enseignement et les conseils aux étudiants, la recherche et l'effort de réflexion qu'elle nécessite et la participation aux travaux de nombreux comités responsables de la planification des études et de l'administration. Dans l'élaboration d'une politique relative à la charge de travail des professeurs, l'université doit donc se montrer réaliste et accorder à ceux-ci la possibilité de faire ce qui est exigé d'eux. Une telle politique doit tenir compte non seulement des cours, séminaires et séances de laboratoire prévus au programme, mais aussi des autres fonctions normalement dévolues aux professeurs: direction de thèses, travail individuel auprès des étudiants et fonctions administratives non rémunérées, découlant par exemple de la participation à un comité ou de la direction d'un département. Pour toutes ces raisons, l'ACPU est d'avis qu'il ne faut adopter qu'une norme générale, et que la politique relative à la charge de travail des professeurs doit, dans chaque université, être le fruit d'un accord entre l'administration et l'association locale des professeurs.

Le corps professoral devrait participer pleinement à l'élaboration de la politique touchant la charge de travail, tant au stade initial qu'à l'occasion de chaque révision. L'association des professeurs devrait négocier en cette matière avec l'administration, et s'efforcer d'en arriver à un équilibre raisonnable entre les divers départements ou facultés. Une association de professeurs ne devrait jamais souscrire à une politique fondée seulement sur les heures d'enseignement prévues au programme. Elle devrait exiger que toute politique touchant la charge de travail tienne compte aussi des travaux non catalogués et des facteurs mentionnés ci-dessous. Nulle association de professeurs ne devrait collaborer à une enquête-questionnaire ou à quelque autre mesure employée par l'université ou le gouvernement pour recueillir des informations dans ce domaine à moins qu'elle-même, l'association provinciale ou l'ACPU ait été consultée au préalable, et ait obtenu la certitude que les informations recherchées se rapportent à des questions de politique générale et que la vie personnelle des interrogés sera respectée [1].

Une association de professeurs devrait savoir qu'une politique touchant la charge de travail peut être déterminée indirectement ou directement par le comité du budget de l'université et devrait en conséquence veiller à ce que les professeurs soient suffisamment représentés au sein de ce comité et à ce que leur association ait accès aux informations budgétaires. Dans les cadres de la politique générale de l'université, les charges de travail des divers professeurs devraient être déterminées par le département ou autre unité pédagogique qui connaît le mieux les exigences de l'emploi. Au niveau du département, les politiques relatives à la charge de travail devraient obliger les responsables des décisions à en rendre compte au département, et prévoir une procédure d'appel. On devrait revoir périodiquement la politique touchant la charge de travail, et tous les membres du corps professoral, mais surtout les nouveaux, devraient être officiellement informés de leurs obligations.

Toute politique relative à la charge de travail des professeurs devrait, au surplus, tenir compte des facteurs suivants:

(1) le temps requis pour la préparation et pas seulement le nombre d'heures d'enseignement par semaine;

(2) les nouveaux cours à préparer;

(3) le nombre d'élèves par classe, compte tenu particulièrement du nombre d'adjoints disponibles;

(4) la quantité de textes à corriger et à évaluer, compte tenue particulièrement du nombre de correcteurs disponibles;

(5) les différences extrêmes dans l'ampleur et la difficulté des cours;

(6) les équivalences entre la surveillance du travail de laboratoire et l'enseignement;

(7) la nécessité d'établir des équivalences équitables pour les cours novateurs, pour les études indépendantes exécutées sous surveillance et pour les autres expériences nouvelles. Une politique rigide touchant la charge de travail des professeurs risquerait d'entraîner la suppression de la plupart de ces expériences;

(8) les différences qu'il y a entre les exigences de la maîtrise et celles du doctorat et entre le travail des diverses facultés au niveau des études supérieures ou professionnelles;

(9) la nécessité, dans certaines circonstances, d'engager des professeurs uniquement pour donner des cours élémentaires, par exemple en mathématiques ou en langues, professeurs qui ne sont pas obligés de faire de la recherche et qui, de ce fait, peuvent assumer une charge d'enseignement plus lourde.

Une augmentation radicale des heures d'enseignement inscrites au programme et du nombre d'élèves par classe entraîne fatalement une réduction de certaines autres activités, par

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[1] L'étude *An Exploratory Cost Analysis of Some Canadian Universities,* Ottawa, 1970, qui illustre l'échec d'une recherche sur la charge de travail des professeurs malgré tous les efforts qu'elle a coûtés, montre combien un questionnaire mal conçu peut coûter de temps et d'argent, et combien il présente de risques.

exemple le travail individuel auprès des étudiants [2]. Elle mène aussi à la disparition d'une foule de méthodes nouvelles et originales d'enseignement, méthodes qui demandent très souvent beaucoup de travail. Les événements de la dernière décennie ont montré qu'il est absurde de vouloir faire de l'université une usine à fabriquer des diplômes en série: le sentiment d'aliénation qu'on a ainsi favorisé fut à l'origine de l'agitation étudiante qui a marqué cette période.

L'ACPU reconnaît d'autre part qu'en réclamant les droits énoncés dans la présente politique, les professeurs s'engagent à s'acquitter consciencieusement et équitablement de leurs fonctions. Elle n'a aucun désir de défendre ceux qui négligent leur travail ou qui abusent autrement de leur situation. Elle tient à souligner toutefois que d'après les meilleures études statistiques, la semaine de travail du professeur moyen, comme celle d'autres spécialistes dans les professions ou l'individu jouit d'une large autonomie est appréciablement plus longue que celle de la plupart des membres de la population active [3]. Elle regrette que les discussions relatives à la charge de travail des professeurs se déroulent fréquemment dans une atmosphère punitive, et estime que ceux qui se préoccupent de rendement atteindront mieux leur but, d'ordinaire, par des régimes permettant d'évaluer convenablement les programmes et les membres du corps professoral que par des politiques minutieuses sur la charge de travail [4]. Les universités feraient mieux de consacrer leurs énergies à établir des méthodes d'évaluation à l'usage des étudiants, des professeurs et des administrateurs, plutôt qu'à essayer de faire fonctionner l'université au chronomètre. Ce qui importe, c'est de savoir si tel professeur donne un bon enseignement et fait de la bonne recherche, et non de se demander ce qu'il faisait jeudi après-midi à 16 hr. 15. L'ACPU insiste seulement pour que l'université fasse ces évaluations dans l'ordre et la décence et conformément aux principes de la justice naturelle. A cette fin, elle a proposé (dans l'Enoncé de principes relatif à la permanence de l'emploi, les Directives en matière de déontologie et les Directives concernant les réductions des effectifs universitaires pour des motifs budgétaires) des moyens pour l'université de conserver ses professeurs compétents, d'accroître leur compétence, de s'assurer leur intégrité et d'éliminer les incompétents tout en sauvegardant sa réputation de justice [5].

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2 Voir le mémoire de l'Université Carleton à la Commission d'enquête sur l'enseignement post-secondaire en Ontario.
3 Par exemple, des études sérieuses menées aux universités de Toronto et de Californie montrent que les professeurs ont une semaine de travail qui dépasse sensiblement 40 heures si l'on prend la moyenne de l'année entière.
4 Voir le rapport du Comité de l'encadrement des professeurs sur l'évaluation des professeurs par les étudiants, *Bulletin de l'ACPU*, 21 — 1 (1972).
5 Voir le *Guide de l'ACPU*, pp. 18-26, 51-54, 62-65.

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sont pas liés directement à la réalité québécoise. Il y a des éditeurs étrangers établis au Canada qui se sont distingués par des publications de livres sur le Canada. Dans ces cas, ces éditeurs devraient être encouragés par des subventions directes.

7. Mécanisme d'évaluation des demandes de crédits et de subventions:

Les premières subventions seront probablement accordées d'après le statut du moment et les perspectives futures d'une compagnie. Les crédits doivent être accordés pour une période de temps raisonnable, conforme à la bonne administration de l'entreprise. Nous sommes d'avis que les éditeurs reconnus ne devraient pas avoir besoin de demander chaque année un renouvellement. Cependant, la Corporation devrait s'intéresser également à de nouvelles maisons d'édition, tout en demeurant prudente. Le Conseil des Arts insiste sur le fait que les nouveaux périodiques doivent subsister quelque temps par leurs propres moyens avant de demander des subventions. Cet organisme accorde également des subventions payables par versements et exige des rapports avant de renouveler ces subventions. Un système de ce genre pourrait être considéré par la Corporation.

Nous désirons vous rappeler les mesures concrètes que le Gouvernement de l'Ontario a prises d'assumer ses responsabilités dans ce domaine. Ce gouvernement a nommé une commission royale qui a déjà rédigé 4 rapports intérimaires, presque tous acceptés. En conséquence, le Gouvernement a accordé la somme de $961,000 pour permettre à la firme McClelland and Stewart de demeurer propriété canadienne. Le Gouvernement a également accepté d'accorder des prêts à intérêts très bas à des éditeurs ontariens. Les maisons suivantes ont profité de ces prêts:

1. The Book Society of Canada	$ 92,000.
2. The New Press (Godfrey, MacSkimming & Bacque Ltd.)	$112,000.
3. Peter Martin Associates Ltd.	$ 12,000.
4. Clark-Irwin Co. Ltd.	$638,000.

Afin de prévenir la main-mise étrangère sur la distribution de livres de poche et de périodiques, le Gouvernement a établi un règlement à l'effet que toutes ces compagnies doivent être canadiennes à 75%. Des suggestions ont aussi été faites en vue de bannir de Toronto métropolitain toutes les firmes américaines importantes dans ce domaine. Un haut fonctionnaire du Department of Financial and Commercial Affairs a été nommé afin de faire des recherches sur les questions de propriété et de mener des enquêtes sur le commerce des livres de poche et des périodiques. Nous croyons que cette attitude de la part du Gouvernement de l'Ontario exprime un désir réel de conserver et de développer l'industrie du livre ontarienne. Nous considérons que des mesures comparables devraient être prises au Québec.

A.A.U.P. CENSURED ADMINISTRATIONS

Alabama State University (Winter, 1961, pp. 303-309) 1962

South Dakota State University (Autumn, 1961, pp. 247-255) 1962
(Censure was voted specifically on the Board of Regents of Education of the State of South Dakota, and not on the institution's administrative officers.)

Alcorn Agricultural and Mechanical College (Autumn, 1962, pp. 248-252) 1963

Grove City College (Spring, 1963, pp. 15-24) 1963

College of the Ozarks (Winter, 1963, pp. 352-359) 1964
(Censure was voted specifically on the Board of Trustees, and not on the institution's administrative officers.)

Wayne State College (Nebraska) (Winter, 1964, pp. 347-354) 1965
(Censure was voted specifically on the governing board, currently entitled the Board of Trustees of the Nebraska State Colleges, and not on the institution's administrative officers.)

Amarillo College (Autumn, 1967, pp. 292-302) 1968

Texas A & M University (Winter, 1967, pp. 378-384) 1968

Southern University and Agricultural and Mechanical College (Spring, 1968, pp. 14-24) 1968

The University of Wisconsin—Whitewater (Spring, 1968, pp. 25-36) 1968

Troy State University (Alabama) (Autumn, 1968, pp. 298-305) 1969

Northern State College (South Dakota) (Autumn, 1968, pp. 306-313) 1969
(Northern State College, like South Dakota State University, is under the jurisdiction of the Board of Regents of Education of the State of South Dakota.)

Frank Phillips College (Texas) (Winter, 1968, pp. 433-438) 1969

Central State University (Oklahoma) (Spring, 1969, pp. 66-70) 1969

Broward Community College (Florida) (Spring, 1969, pp. 71-78) 1969

Detroit Institute of Technology (Spring, 1969, pp. 79-85) 1969

Southeastern Louisiana University (Autumn, 1969, pp. 369-373) 1970

Indiana Institute of Technology (Winter, 1969, pp. 463-468) 1970

Indiana State University (Spring, 1970, pp. 52-61) 1970

Oklahoma State University (Spring, 1970, pp. 62-72) 1970

The University of Mississippi (Spring, 1970, pp. 75-86) 1970

Laredo Junior College (Texas) (Winter, 1970, pp. 398-404) 1971

University of Florida (Winter, 1970, pp. 405-422) 1971

Southern State College (Arkansas) (Spring, 1971, pp. 40-49) 1971

Grambling College (Louisiana) (Spring, 1971, pp. 50-52) 1971

Tennessee Wesleyan College (Spring, 1971, pp. 53-57) 1971

Onondaga Community College (New York) (Summer, 1971, pp. 167-174) 1972

University of California at Los Angeles (Autumn, 1971, pp. 382-420) 1972
(Censure was voted specifically on the Board of Regents of the University of California, and not on the institution's administrative officers.)

Columbia College (Missouri) (Winter, 1971, pp. 513-517) 1972

Armstrong State College (Georgia) (Spring, 1972, pp. 69-77) 1972

Investigations by the American Association of University Professors of the administrations of the several institutions listed above show that, as evidenced by a past violation, they are not observing the generally recognized principles of academic freedom and tenure endorsed by this Association, the Association of American Colleges, and other professional and educational organizations. Endorsers of the 1940 *Statement of Principles on Academic Freedom and Tenure* may be found in the *AAUP Bulletin*, Winter, 1970, p. 360.

This list is published for the primary purpose of informing Association members, the profession at large, and the public that unsactisfactory conditions of academic freedom and tenure have been found to prevail at these institutions. Names are placed on or removed from this censure list by vote of the Association's Annual Meeting.

Placing the name of an institution on this list does not mean that censure is visited either upon the whole of the institution or upon the faculty, but specifically upon its present administration. The term "administration" includes the administrative officers and the governing board of the institution. This censure does not affect the eligibility of nonmembers for membership in the Association, nor does it affect the individual rights of members at the institution in question.

Members of the Association have often considered it to be their duty, in order to indicate their support of the principles violated, to refrain from accepting appointment to an institution so long as it remains on the censure list. Since circumstances differ widely from case to case, the Association does not assert that such an unqualified obligation exists for its members; it does urge that, before accepting appointments, they seek information on present conditions of academic freedom and tenure from the Association's Washington office and prospective departmental colleagues. The Association leaves it to the discretion of the individual, possessed of the facts, to make the proper decision.

The censured administrations, with dates of censuring, are listed above. Reports were published as indicated by the parenthesized *Bulletin* citations. Reference should also be had to "Developments Relating to Censure by the Association" in the Spring, 1972, *Bulletin,* pp. 78-82 and to "Report of Committee A, 1971-72," in the Summer, 1972 *Bulletin,* pp. 145.55.

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